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ABSTRACT

The purpose of this practicum was to develop a program for volunteers in an elementary school media center that allowed volunteers to be more independent from the media specialist. Phase I of the program, highlighting school volunteers as Target Group I, included a questionnaire, interviews, delegation of specific tasks, a posted duty roster, an advance scheduling calendar, and a daily time sheet. During that time, the media specialist, with input from the volunteers, developed new procedures and materials, including four complete instructional units, designed to prepared volunteers for maximum efficiency in their work. The main development was a series of videotaped lessons supplemented with information handouts, activity sheets, and pretests, which also served as posttests, and individual progress charts. Four lessons explained basic terminology and the fifth described procedures for a special project. Home volunteers constituted Target Group II, which used a correspondence form of the training program during Phase II. Observations recorded in the media specialist's journal indicated widespread effectiveness of the program. It was concluded that personal factors which arose were often as important to the success of the volunteer program as were the specific organizational strategies implemented. Copies of the training materials produced, graphs of volunteer progress, responses to recruitment efforts, and testimonial letters from volunteers and faculty are included in the appendix, which comprises two-thirds of the document. (KRN)

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STRATEGIES FOR EFFECTIVE ORIENTATION, TRAINING, AND MANAGEMENT OF MEDIA CENTER VOLUNTEERS

by

Carol A. Dale

A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

July 1992

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Abstract

Strategies for Effective Orientation, Training, and Management of Media Center Volunteers.
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Descriptors: Volunteer Training/ Volunteers/ School Aides/ Paraprofessional School Personnel/ Training/ Job Training/ Orientation/ Staff Orientation/ Library Personnel/ Library Technicians/ Library Administration/ School Libraries/ Learning Resources Centers/ Media Specialists

The lack of a consistent, structured orientation, training, and management program for volunteers in an elementary school media center caused time management conflicts which resulted in interruptions of the media specialist's responsibilities. The purpose of this practicum was to develop a volunteer program that allowed volunteers to be more independent from the media specialist. Phase I of the implementation period, highlighting school volunteers as Target Group I, included a questionnaire, interviews, delegation of specific tasks, a posted duty roster, an advance scheduling calendar, and a daily time sheet. During that time, the media specialist, with input from the volunteers, developed new procedures and materials, including four complete instructional units, designed to prepare volunteers for maximum efficiency in their work. The main development was a series of videotaped lessons supplemented with information handouts, activity sheets, and pretests which also served as posttests, and individual progress charts. Four lessons explained basic terminology and the fifth described procedures for a special project. Home Volunteers constituted Target Group II which used a correspondence form of the training program during Phase II. Observations recorded in the media specialist's journal indicated widespread effectiveness of the new program. It was concluded that personal factors which arose were often as important to the success of the volunteer program as were the specific organizational strategies implemented. Appendices include copies of the training materials produced, graphs of volunteer progress, responses to recruitment efforts, and testimonial letters from volunteers and faculty.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Carol Ann Dale

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Carol Ann Dale

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CHAPTER I

Purpose

School Personnel

The media center featured in this study was in a Catholic elementary school with approximately 625 students from prekindergarten through eighth grade. Kindergarten was divided into three classes with one teacher for each class. All other grade levels were divided into two classes with one teacher for each class. In addition to the classroom teachers, the school employed three part-time teachers of Spanish and one full-time teacher in each of these subject areas: art, computers, library media, music, and physical education. The Director of Religious Education served as administrative assistant in lieu of an assistant principal. The current principal arrived in February 1991 when the former principal was promoted to a supervisory position in another diocese. The receptionist, secretary, maintenance staff, and most cafeteria workers were paid employees. The media center had no paid staff to assist the media specialist.

The researcher was a certified media specialist who was also certified in reading, early childhood, and elementary education. In the 1984-85 school year, the writer joined the faculty as a fifth grade teacher and remained in that position for four years. The writer next served part-time as an assistant to the 1988-89 media specialist; the arrangement was primarily intended as a solution to problems related to the writer's health, rather than solely as relief for the workload of the media specialist. In June 1989, the writer began a master's degree in educational media. Since August 1989 the researcher held the position of media specialist at the school in this study. Both the former and current principals gave the media specialist professional freedom to organize media center activities, including the use of adult and student volunteers.

Media Center Use

All students in kindergarten through grade eight used the media center. Generally, each class had a weekly 45-minute period in which the media specialist taught information skills, supervised book checkouts, read stories aloud, or held audiovisual presentations. Combinations of those activities

were determined by grade levels, curriculum needs, seasonal topics, and teacher suggestions. In addition to activities directed by the media specialist, lessons were conducted by individual teachers at times other than the regularly scheduled visits.

All students in those grades were allowed to check out books, usually for a one week duration with the opportunity for renewals. Although limited to one book at a time, students in most grades were permitted to return their books as soon as they were finished and to check out their next choices immediately. The frequency of those early returns varied greatly according to the flexibility of each classroom teacher to send students between weekly scheduled class visits.

The media specialist was often available after school hours but few students sought assistance then. The media center was used frequently during days, evenings, and weekends by school and non-school groups for functions such as meetings, surveys, photographs, testing, and after school care.

School Community

The school was near a large metropolitan area, but immediately surrounded by a small town atmosphere. Members of the community frequently showed commitment to the school. Past fundraising activities such as candy sales, raffles, and the annual carnival depended heavily upon the involvement of parents and other parishioners as volunteers. Commitment was also demonstrated by participation in nonfundraising activities such as class field trips and holiday parties. Some volunteers assisted in the primary grade classrooms while others corrected papers at home. Volunteers also worked in the cafeteria, clinic, and media center.

Parents were encouraged, but not required, to make a service commitment. Before the opening of the 1991-92 school year, parents completed a form entitled "Parental Participation Program" (Appendix A:89) indicating the ways they were willing to serve through a variety of activities. One parent coordinated these forms for all the areas in which volunteers were needed around the school. A separate person from each area agreed to coordinate the volunteers for that specific need. The area coordinators were responsible for arranging with volunteers the places and times to report for service. The person invited to coordinate the media center

volunteers had been a very active media center volunteer for the preceding two years and had worked an extensive amount of time during the 1991 summer. Previous media center volunteer coordinators had not actively worked in the media center.

Identification of the Problem

In each of the two years preceding this study, other coordinators for media center volunteers contacted the volunteers to arrange times for them to work. Casual scheduling occurred since no requirements were established to ensure that every hour of the school day was covered; consequently, the media specialist could not accurately predict when volunteers would be available and could not plan for the maximum use of their time. Volunteers received the majority of their training directly from the media specialist; however, neither a scope and sequence of skills nor a proficiency level pretest were used. The media specialist simply showed each volunteer what was needed at the moment and explained any appropriate background information. Occasionally, an experienced volunteer was available to teach a new person.

Those informal arrangements and subsequent interruptions of the media specialist frequently caused time management conflicts resulting in incomplete tasks and inadequate services. Furthermore, despite the help of an increased number of volunteers over the previous two school years, and the fact that the media specialist worked many unpaid hours after school and during the three summers prior to this study, several major tasks remained incomplete as of August 1991. Among those were the processing of materials purchased in 1990-91 and the correcting of an excessively long-term accumulation of errors in the inventory records.

The basic role of volunteers in the media center was to enable the media specialist to pursue professional duties by relieving the media specialist of routine clerical duties whenever possible. Following the general schoolwide request for all volunteers made at the start of each year, no systematic method existed specifically for the orientation, training, and management of media center volunteers. The lack of an organized training program caused difficulties which prevented the media specialist from concentrating on professional responsibilities and goals.

Solution Attempts

In 1990-91, the need for formal assistance was addressed by the faculty and administration when preparing the Self Study Report for accreditation. The Library Media Services Committee recommended the hiring of a trained clerk for the media center. However, that committee acknowledged that the recommendation was not likely to be fulfilled in the near future. That unlikelihood was confirmed in a conversation with the current principal.

To compensate for the lack of paid personnel, a letter (Appendix B:92) was sent to all families in June 1991 to request assistance with summer plans to correct the inventory records in preparation for conversion to an automated circulation system. The media specialist established procedures for volunteers to work independently and used an eight-page instructional handout (Appendix C:94) during training sessions. The handout contained basic terminology in narrative form and procedures in flowchart form. Initially, the media specialist trained potential summer volunteers as a group. Many of those who did not attend the workshop were later trained individually, and others were not trained for a variety of personal reasons. As recorded on the Summary of Recruitment Efforts (Appendix D:105), of the 56 responses to

the June 1991 request, 36 people actually worked to any extent: 20 attended the training session only and 16 worked beyond training. Participation dwindled throughout the summer and resulted in a relatively small amount of the total plan being completed by the start of the 1991-92 school year. That minimal result increased the researcher's awareness of the necessity of a structured program for the most effective use of volunteer support.

The circumstances cited were evidence that the existing informal arrangements for volunteers in the media center did not sufficiently meet the needs of that particular school. Casual scheduling, unpredictable duty assignments, and the need for the media specialist to be directly involved in nearly all training activities were examples of inconsistent orientation, training, and management problems that resulted in interruptions of professional responsibilities and affected services. Volunteers did not have an independent, systematic means for uniform training. The purpose of the practicum study was to organize and train the volunteers for greater independence from the media specialist.

Outcome Objectives

The proposal identified core volunteers as the target group and stated that the implementation period would extend from September 3 through December 13, 1991. Based upon comments in the Practicum Proposal Review, objectives originally numbered one and seven were combined as number one. The revised outcome objectives were:

Measurable Performance Objectives

1. Each core volunteer would contribute ideas and assistance to the development of specific procedures and materials, including at least four instructional units, to provide consistent orientation, training, and management of core volunteers in the media center.

2. Each core volunteer would complete a minimum of three instructional units including both the pretest and posttest components during the 15-week implementation period.

3. Each core volunteer would score 80 percent or better on the posttest of each instructional unit that the volunteer completed during the implementation period.

Otherwise Verifiable Objectives

4. Each core volunteer would fulfill a majority of the expectations for attendance listed in the core volunteer description.

5. The media specialist would report noticeable progress in the processing of 1990-91 purchases and the correcting of inventory records.

6. The media specialist would report an increasing trend in the time spent on professional responsibilities other than personalized training activities.

7. Volunteers would contribute ideas and assistance toward the development of new procedures and materials for their own orientation, training, and management.

8. The media specialist would report widespread increased efficiency of both volunteers and the media specialist.

CHAPTER II

Research and Solution Strategy

A rigorous search of the literature revealed numerous advantages of and techniques for developing a carefully planned orientation, training, and management program for volunteers. Relevant literature strongly emphasized the importance of setting clear expectations for both the volunteers and the media specialist. Such expectations form the foundation of an effective program.

Advantages of a Volunteer Program

The benefits of proper orientation, training, and management of volunteers are widespread. Moriarty, in response to Masek (1984:133), stated:

> The primary purpose of volunteers in the center should be to provide availability for the librarian or media center director. The librarian's expertise should always be accessible to the student, thus the proper use of volunteers frees a trained librarian to work in the fields of reference, book selection, etc.

Efficient volunteers may handle their responsibilities so thoroughly that uninformed observers may view the volunteers as acceptable substitutes for a media specialist. But replacement of the media specialist is not the role of a volunteer:

> The function of a volunteer is to provide assistance so that the teacher-librarian can modify tasks to better meet student needs. It is the opportunity for change in teacher functions that a volunteer provides, not the opportunity for time off, or otherwise lightening of the teacher's workload. In actual fact, new work is created for the teacher-librarian initially, and continues to some extent, because the teacher-librarian must plan for, supervise[,] and communicate with the volunteer. ("Adult", 1982:26)

Regardless of the added professional responsibility that training demands, Burson (1986:18) declared that:

> Delegating lesser responsibilities to others frees the librarian for larger projects....Delegating to others allows time for him/her to attain the goals, realize the expected key results, and arrive at new priorities.

In reference to student assistants, Bard (1983:26) keenly summarized the advantages of properly using volunteers:

> We have found that everyone gains when student assistants can relieve a librarian of burdensome, nonprofessional duties. The students [as

> volunteers] learn valuable skills and feel they are doing something important; the librarian is free to concentrate on professional responsibilities; the teachers and the student body receive quality library service.

On occasion, those potential benefits had been observed and experienced by the researcher at the media center featured in this study. The literature promoted the development of a structured volunteer program as the method for obtaining those desired results.

Matching Needs and Expectations

Wesley (1990:215) stated that a formal orientation is necessary for increasing the volunteer's basic understanding of the tasks involved and for encouraging a commitment to those responsibilities. Orientation includes a clear and frank exchange of these concerns: (a) the modern philosophy of a media center's role in education as compared to the images parents may recall from their own school library days, (b) the media specialist's professional responsibilities, (c) the distinctions between volunteer and staff roles (Masek, 1984), (d) relationships among personnel, (e) locations of emergency exits, restrooms, and specific areas within the media center, (f) policies and procedures for attendance, confidentiality,

discipline, ethics, and telephone use ("Adult", 1982), (g) other practical matters such as coffee breaks, insurance, lunch, parking, and safety, and (h) mutual expectations for attitude, communication, dependability, and responsibility (Culberson, 1983). These topics should be handled positively and with the realization that clarity fosters a more comfortable working environment for the media specialist and volunteers alike. Culberson (1983:3-4) explained:

> Be firm in informing the volunteer of your rules and of your expectations of him....Have high expectations of the volunteer. He may not know the work, but can learn....Give volunteer choice of job, whenever possible. Be sensitive to the different desires and needs of individual volunteers---each has something to give, even if to another agency....Realize the volunteer may have many fears as an outsider. Consider use of a written contract to enhance the feeling of the responsibility in the job, and to clarify both your expectations and those of the volunteer. Don't...feel afraid to give a volunteer responsibilities --- remember, having real responsibilities and obligations makes one feel needed.

The researcher planned to discuss these pertinent issues with volunteers during the orientation process.

When sharing expectations and goals, the media specialist should promote the fullest possible cooperation by

encouraging volunteers to give their input. McGregor, as cited in "Adult" (1982:11-12), believed people:

> ...work better if they have a say in how they will meet their objectives.... The essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives.

The media specialist must set objectives and make arrangements that enable volunteers to know

> how they contribute to larger goals, and the part volunteers play in working toward these objectives in tasks that may appear mundane and repetitive at times ("Adult", 1982:12).

Culberson (1983:3) stated, "Plan with, not for, the volunteer...." Bard (1983) reminded educators that determining a learner's abilities and interests is an important part of successful instruction. Recommended instruments for identifying personal goals of volunteers include a log-sheet, questionnaire ("Adult", 1982), or checklist (McHenry, 1988). Burson (1986) described an orientation program that begins with a questionnaire to indicate the volunteer's current understanding of library operations. A tour of the facility is followed by a discussion of expectations and the assignment of a specific job responsibility. McHenry (1988:46) added, "It is

helpful to hang up a clipboard for posting volunteers's [sic] questions/comments or for posting answers that clarify their questions." The researcher intends to clarify expectations with volunteers by using a questionnaire and interviews to cover many of the same details mentioned in the literature.

McHenry (1988) urged the media specialist to carefully match the needs of the media center with the goals of the volunteers. Confirming several of the many reasons listed by McHenry (1988) for why people volunteer (Appendix E:112), Winston (1981:1) reported that people "...are often looking for their volunteer work to give them knowledge, skills, and experience to help them in the job market." When the media specialist focuses on all of the skills a volunteer could learn and reinforce through work in the media center, the supply of prospective volunteers extends beyond those who volunteer simply for the sake of being helpful. (Winston, 1981). Strickland (1989:73) advised the media specialist to:

> Broadcast your available jobs during recruitment efforts. By announcing specific tasks, you're more likely to attract applicants who possess matching skills. You might even distribute job descriptions throughout your network, listing tasks and implying what standards applicants should meet.

Job descriptions allow people to decide in advance whether or not their expectations are likely to be met by becoming media

center volunteers. The researcher planned to provide written lists of expectations during the orientation interviews to allow volunteers to choose to become either core or auxiliary volunteers based upon the degree of involvement each person desired.

Planning Schedules and Assignments

Organizing a schedule is crucial for success. Strickland (1989:73) continued, "...conduct a brief interview....Make your expectations clear about the importance of adhering to the schedule and producing quality work." McHenry (1988:46) explained that:

> By providing a convenient time schedule for both the volunteer and the library, you allow each volunteer to make a regular commitment to work each week. By agreeing to work the assigned schedule, the volunteer knows what is expected, avoiding uncertainty and confusion.

Fredenburg (1989:15-16) emphasized the value of scheduling in this way:

> Planning is vital!... Staff must plan tasks for volunteers.... A written plan ensures appropriate use of volunteers for priority projects in the library and minimizes interruptions for staff.... a successful volunteer program does not come from spontaneous combustion. It requires commitment of time,

> money[,] and staff throughout the organization. It also requires having a structured program in place, making plans[,] and strengthening the concept of TEAMWORK.

Burson (1986:20) concluded, "Where much is expected, much is generally achieved." With this advice in mind, the researcher has decided to establish a formal schedule and to require the core volunteers to schedule their work hours in advance.

When volunteers commit to following a schedule, the media specialist can plan appropriate task assignments. Burson (1986:15) stated, "Most people work best under a recognized set of instructions." Assignment sheets can be written for each volunteer to follow and for the media specialist to know what was accomplished. Instruction sheets for each task can be laminated and placed with the appropriate materials. Burson (1986:16-19) continued:

> ...the librarian must not expect the new worker to immediately step into a job and perform effectively from day one. The more clear-cut the responsibilities and expectations are, however, the faster a person can know and efficiently execute the work.... Delegating challenges workers...to study and learn, and reach top performance in that position....It motivates workers to use their talents and abilities to the optimum; and it distributes talents and abilities of workers so that they can serve in the area where they are best suited.

Burson (1986) illustrated a sample delegation chart for communicating specific duties and staff assignments. Strickland (1989:73) recommended that the media specialist:

> Dedicate a bulletin board for volunteer schedules, notices, and duty sheets. Explain that when they arrive, they must first check the board to collect messages and note responsibilities. In case you're not available, they can begin work without having to track you down.

To keep expectations clear and to avoid excessive interruptions of the media specialist, the researcher planned to post a regular duty roster as part of the new procedures.

Designing Effective Instruction

Sources agreed that developing a training program is well worth the trouble involved. Bard (1983:28) remarked:

> The quality of service student assistants provide is related directly to the quality of instruction they receive. The librarians who invest time and effort in teaching their library helpers will realize a return of many hours for every minute they invest.

Charles, in response to Masek (1984), stated that training should focus on what the media specialist wants volunteers to be doing. McHenry (1988:44) specified that, "The program should be designed by the professional and should include

written guidelines identifying roles, duties, and responsibilities." In addition, Burson (1986:24) stated:

> Workers should be exposed frequently to the normal problems and procedures, materials[,] and methods of library work. Allow them to practice in real-life situations, and give them time to reflect on the experiences....[P]rovide positions of larger responsibility as the worker is ready to move on....It is advantageous for each volunteer to be made a supervisor over some area of library work....This not only motivates [workers] to greater achievement, but is a useful technique for increasing learning opportunities and for challenging workers to use optimum talents and abilities.

The media specialist must choose and organize instructional methods appropriately.

> Although some express fears that a formal training program would 'pose a threat' or put off the very people who are most needed, all agree that volunteers should have adequate background and preparation to make a real contribution. ("Adult", 1982:8).

Burson (1986:16) stressed that:

> Training must not be neglected!...It broadens the base of service and allows more individual attention to specific requests. The more complete the understanding of the entire work of the library, the better the staffer will be able to do the job.

The researcher was well aware of the loss of valuable time that occurs when a structured training program did not exist. The literature supported the researcher's plans for improving the preparation of volunteers.

A variety of techniques can create an effective training program. Wesley (1990) described a scavenger hunt style of orientation for student aides at a university library. The scavenger hunt used a portable audiotape component to give each aide some exposure to each major aspect of the library's operations. The hunt was followed by a posttest to determine what information each hunter gained. Staff and volunteers were introduced at a general meeting to increase the sense of commitment as they began to relax and know one another. Later, each aide received training in a specific area of concentration. Wesley (1990:216) advocated an independent and self-paced game as an:

> ...effective instructional tool because it requires the active participation of each student involved in the orientation. Such active involvement increases the likelihood that the information provided will be learned and retained. It was primarily for this reason that more passive forms of instruction---such as an orientation lecture or a written manual---were rejected.

A posttest was administered for formal evaluation of the orientation program. Of the 75 people who completed it, only

one person failed and most scored over 90 percent. Observations concluded that the orientation program was extremely successful. Aides who had worked there previously learned new information and agreed that they would have benefited from such an orientation at the time they started working. The researcher proposed an adaptation of that interactive yet independent orientation concept for developing the instructional units in this study.

Most sources identified familiar teaching methods to use for training. Bard (1983:28) suggested such techniques as, "Formal group instruction....Self-instructional packets or guidelines....Small group and one-on-one instruction...." for preparing volunteers to perform their duties. Another source found that "On-the-job-training...is the method used most frequently, simply because it allows everyone to concentrate on the jobs that need doing when they arise." ("Adult", 1982:8) Burson (1986:16) described an in-house training clinic which effectively communicates information to a group of volunteers "...at the same time, thus ensuring uniform working methods and procedures." Hoagland (1984) described the different kinds of training workshops used by one diocese with school libraries that are almost entirely staffed by volunteers. Some features of these workshops can be adapted to an individual school setting. For example, a day, four-hour workshop with a

lunch break can take place during school hours for a large group. Another option is to have a two-hour evening workshop for a smaller group. The media specialist can save time and energy by using commercial transparencies and handouts along with original materials which highlight the particular procedures of the school involved to present a large amount of information to a training group. Hoagland (1984:214) divided that information into eight categories:

> [a] Dewey Arrangement and Shelving, [b] Shelf List and Catalog, [c] Circulation of [B]ooks and Audio-Visuals, [d] Policy and Procedures (Department, dress, attitude toward children, responsibilities), [e] Processing, [f] Audio-Visual Organization, [g] Inventory and Records, [and h] Sample [C]ataloging including Audio-Visual.

From past experience at this school, the researcher knew the difficulties of scheduling a meeting at a time that results in an adequate number of participants. That was another reason that the researcher chose to use an individualized approach adapted from the research by Wesley (1990).

Monitoring Success

An effective training program must be supervised by the media specialist. Burson (1986:16) suggested keeping:

> ...a notebook of all training activities completed by each worker to assist in planning for future classes, and to ascertain the basic skills of each member....Reading [of professional guides, manuals etc.] completed by staffers should also be kept in the record of training activities accomplished by each staff member.

Another source recommended that the media specialist "Provide a written list of tasks, or volunteer's logbook, which volunteers can check or initial on completion." ("Adult", 1982:13) As part of the instructional units developed for this study, it was intended that the volunteers would compile personal handbooks of training materials to indicate progress.

The literature acknowledged that the total effectiveness of a structured orientation, training, and management program on the efficiency of media center volunteers could not be entirely measured by quantitative methods:

> The lack of objective evaluation in volunteer programs is a continuing problem....[T]he goals of some programs may not lend themselves to measurable results.... A controlled experiment is not always possible.... Some aspects of a volunteer program will probably continue to be based on faith rather than scientific proof....Evidence of a change in the attitude of students is one subjective evaluation that administrators often give as a sign of success....The degree of achievement of basic goals such as [this] can be measured: relieving the teacher of non-professional chores....[based upon] Informal....[u]nsolicited oral or written comments

> by staff, principal[,] and volunteers. ("Adult", 1982:19)

To address the subjective aspects of the orientation, training, and management program, the researcher would maintain a journal of observations indicating the overall effects of the new procedures.

Solutions for Improvement

In conclusion, considering the literature cited above and the previous informal arrangements used at the media center in this study, the researcher proposed the following combination of strategies to improve the orientation, training, and management of media center adult volunteers:

1. A questionnaire would be given to volunteers to determine how to best match the needs of the media center with the reasons that each person had for volunteering. The questionnaire would make the volunteers aware that existing arrangements were to be examined and would elicit information useful in structuring the program.

2. The media specialist would conduct an interview with each volunteer to clarify expectations.

3. A formal schedule would be established to help the media specialist plan duties for the volunteers.

4. A duty roster would be posted to clearly indicate responsibilities.

5. A pretest for each instructional unit would be administered to assess each volunteer's prior knowledge and skills.

6. Self-paced instructional units would be designed and produced for volunteers to use in conjunction with performance of their duties. Those units would combine videotaped information and demonstrations, printed information sheets, and hands-on practice activities to fully involve each volunteer in the learning process. The media specialist would design and produce the units to enable the volunteers to use the program as independently as possible. Thus, once the units had been produced, volunteers could learn how to perform their duties with minimal interruptions of the media specialist's professional responsibilities.

7. Individual handbooks of training materials would be compiled by the volunteers to indicate progress through the program.

8. A posttest for each instructional unit would be administered to assess the knowledge and skills gained by volunteers as a result of completing the unit.

9. A journal would be maintained by the media specialist to record observations which would indicate the effectiveness of the combined strategies.

CHAPTER III

Method

Procedures and materials were developed for the orientation, training, and management of adult volunteers in the elementary school media center. The implementation period extended from August 20, 1991 through April 1, 1992 as illustrated on the calendar (Appendix F:114) Two weeks in December-January were not included due to the Christmas vacation. Two weeks in February were not included due to the absence of the media specialist. The remaining 29 weeks were divided into two overlapping phases to allow sufficient time for gathering data. Phase I ran from August 20 through December 13 and included implementation of the majority of the proposed strategies. Phase II ran from November 20 through April 1 and focused on use of the training materials. Many of the strategies implemented were continued through the end of the school year and into the summer of 1992.

The proposal listed expectations for core and auxiliary volunteers (Appendix G:116) and predicted a target group composed of people fulfilling the expectations for core

volunteers. During implementation the media specialist revised those expectations (Appendix H:120) to define a third status called drop-in volunteers. Due to the small number of volunteers meeting the expectations for core status, Target Group I became both core and auxiliary volunteers. (Appendix I:123) A second target group was established for Phase II. Target Group II consisted of additional volunteers who completed a minimum of one unit, including both the pretest and posttest components, by using the training materials at home in a correspondence format. (Appendix J:125)

Preliminary Activities

The media specialist began gathering data when the coordinator of media center volunteers arrived ready to work on the August 20 teacher workday. Students arrived on August 21 for a half day of school. Four other volunteers from the previous year began working during the week of August 26 without needing to be called by the coordinator. As they had done for the previous two years, volunteers signed a daily time sheet (Appendix K:127) indicating the day, date, name, and

hours worked. The time sheet was kept on a table in the audiovisual storage room.

On August 28 the media specialist met with the coordinator, also referred to as Volunteer One, to discuss the initial calling of other volunteers. The coordinator was responsible for gathering preliminary information about the available days and times of the volunteers who responded to the Parental Participation Program request. The coordinator also received a list of people who had worked on the inventory correction procedures begun in June 1991 and was asked to call those summer volunteers who still had materials at home.

Questionnaire

Prior to and concurrent with the August 28 meeting with the coordinator, the media specialist prepared a cover letter and questionnaire (Appendix L:129) for returning volunteers. The media specialist sent the questionnaire on August 30 to the ten people (Appendix M:132) who indicated that they would be returning to service in the media center.

Journal

On September 3, the media specialist began keeping a record of activities and observations pertaining to this study. Records were kept in the following forms: a professional appointment calendar book, a notepad, and loose pieces of notepaper. Eventually those journal notes were collated by using the Appleworks database program (Appendix N:134).

Schedule

Also on September 3, the media specialist began using notes from the coordinator to arrange a tentative schedule. Throughout Phase I, that schedule varied because the volunteer population changed as the number of drop-in volunteers increased almost weekly (Appendix O:139). People who told the coordinator that they could work specific times and days did not always do so. Some never arrived and others attended only once or twice. Other people who had not started the year as volunteers through the Parental Participation Program became volunteers at many different points later in the year. Eventually, patterns of attendance formed the typical schedule followed by Target Group I (Appendix P:141). That alternate to

the desired full coverage schedule was arranged according to the volunteers' available days and times rather than strictly by the daily time shifts outlined in the proposal (Appendix Q:143).

A large desk calendar was chosen as an instrument to document scheduling in advance. The media specialist requested that the volunteers sign the calendar at least one week in advance of the next expected visit as a means for the media specialist to plan their duties.

Interviews

Interviews with volunteers were proposed in order to explain the media specialist's plans for the formal structuring of the volunteer program. The topics intended to be addressed during orientation interviews included: (a) scheduling, (b) assignment of specific responsibilities, (c) designations of core, auxiliary, or drop-in status, (d) the questionnaire, (e) the new training program, and (f) encouragement of an overall atmosphere of frequent communication between the volunteers and the media specialist regarding goals, expectations, and activities. Following carefully prepared notes to assure that all intended details were covered, the media specialist conducted the first interview on September 12 with the

coordinator (Appendix R:145). At that time, the coordinator accepted the duties suggested by the media specialist and restated available times for work. The coordinator received a copy of the revised expectations for core, auxiliary, and drop-in volunteers and agreed to become a core volunteer. The next interview was conducted with three volunteers together on October 7 (Appendix R:145). Questionnaire responses were discussed, work times were scheduled, duties were accepted, and each person agreed to be called a core volunteer.

Duty Roster

Initially, the media specialist kept the duty roster in the form of a simple list of the tasks which each core volunteer had accepted as individual responsibilities (Appendix S:147). That list included jobs which did not need to be done on a daily basis. The routine jobs which did need daily attention (i.e., the circulation procedures involved with checkouts and returns of books) were intended to be performed by all of the volunteers, each on their chosen days.

The media specialist later developed a pocket chart arrangement for assigning tasks (Appendix T:149). That visual duty roster consisted of a book pocket labeled for each

volunteer and strips of paper to be inserted. On those task strips the media specialist wrote the specific assignments for routine activities that were delegated to each volunteer on a particular day. A separate color indicated the jobs which each volunteer had previously agreed to take as a responsibility in addition to daily routines. On November 5, the duty roster was posted on a bulletin board in the media center office.

Training Materials

Writing of the script (Appendix U:151) and storyboard (Appendix V:166) for the video portion of the training materials began during mid-September. Filming began on October 21 and was completed by October 31. The majority of the handouts, pretests, and posttests were developed, typed, and printed by mid-November. The training materials consisted of the following: five lessons on videotape (Attachment), pretests for the first four lessons (Appendix W:171), handouts (information and/or activity sheets) for each lesson (Appendix X:181), and an individual progress chart for recording each volunteer's movement through the program (Appendix Y:203). The pretests also served as posttests. The progress charts were only for the

media specialist's use. Titles of the five lessons were: (a) Learning Your Way Around the Media Center (Terms and Tour), (b) Using Call Numbers, (c) Identifying Catalog Cards, (d) Accession Numbers and Shelf List, and (e) Forming Card Sets. The first four lessons contained basic information useful to all volunteers. The last lesson, without tests, contained instructions for the next stage of the inventory correction process and was directed mainly toward the home volunteers who eventually constituted Target Group II. The series of lessons incorporated answers to many of the questions commonly asked by volunteers. Total viewing time of the videotape was 57 minutes with individual lessons which ranged from three to 24 minutes long.

Phase II began with the use of the training materials on November 20. Initially Target Group I volunteers used the training materials within the school setting. Target Group II used the materials at home by a correspondence format in which a child of the volunteer transported the videotape and print materials to and from the school with a large reusable envelope (Appendix Z:205) labeled with a message to promote prompt and easy communication. A few volunteers from each target group used the materials in a combination of home and school settings.

As each volunteer completed a component of the training materials, the media specialist recorded the results. Tests and progress charts were retained by the media specialist in individual file folders for each volunteer. Handouts were returned to the volunteers after comments were made in writing or in person. Volunteers were asked to keep those materials at home and to study them as needed.

CHAPTER IV

Results

The proposal for this study included numerous strategies for formalizing the volunteer program with the goal of increasing the overall efficiency of the volunteers and the media specialist. During attempts to implement those strategies, many factors showed the media specialist that those plans were overambitious. Concerns about upsetting the returning volunteers by becoming too rigid with the various new procedures, human tendencies for resistance to change, and the need to balance improvement of the volunteer program with other professional responsibilities prompted the media specialist to modify the planned strategies throughout the implementation period. The result was less structured than intended but still highly effective.

The implementation period extended from August 20, 1991 through April 1, 1992 rather than from September 3 through December 13, 1991 as proposed. The expansion was deemed appropriate by the media specialist in order to allow the strategies to demonstrate their effectiveness more fully. The formation of two target groups and two phases was a

major mid-course correction which allowed clear organization of results.

Scheduling

The basic schedule as originally proposed consisted of three shifts per day with each shift lasting two hours and 40 minutes (Appendix Q:143). Due to the personal schedules of the volunteers, the full day coverage intended in the proposed schedule was unable to be implemented. Instead the media specialist arranged an alternate schedule based upon the typical attendance of volunteers in Target Group I (Appendix P:141). The media specialist considered the possibility that rigidly changing too many aspects of the volunteer program might provoke resistance or other negative reaction from the volunteers who were accustomed to the informal arrangements of previous years. Five of the six volunteers in Target Group I had returned for their second or third years of service with the current media specialist (Appendix R:145). The sixth volunteer in that group had worked during the previous media specialist's term in an extremely small and more informal volunteer program. Out of concern for the effect that a demand for specific hours might cause, the

media specialist decided that it was more important to emphasize other changes in the volunteer program and did not insist that the volunteers fit themselves into the proposed full coverage schedule.

The media specialist considered the proposed schedule (Appendix Q:143) as 100 percent of hours covered by at least one volunteer at a time (i.e., 7:45 a.m. to 3:15 p.m. each day equaled 7.5 hours per day times five days per week equaled a total of 37.5 hours per week). By comparison , the alternate schedule (Appendix O:139) contained approximately 43 percent of hours covered by at least one volunteer at a time (Appendix AA:207) since an ideal week of five full school days in which all volunteers attended as scheduled would yield a total of 16 hours per week divided by the 37.5 hours desired.

In practice, the number of hours per week varied from that in the alternate schedule by a larger, yet not easily measured gap. The typical schedule (Appendix P:141) was written based upon the usual attendance patterns as recorded on the daily time sheets. However, volunteers followed that schedule with varying degrees of consistency (Appendix R:145). Three members of Target Group I followed highly predictable days and hours for attendance. Two volunteers followed semipredictable days and hours. One volunteer's schedule was not readily predictable. In some weeks containing fewer than

five full school days, volunteers chose alternate work days. At other times volunteers called or sent notes to inform the media specialist that they would be absent for personal reasons. Thus, the comparison of actual coverage to proposed coverage was greater than the 57 percent difference noted. Although a more predictable schedule was preferred, the media specialist realized that allowing volunteers to remain flexible to some extent would keep the volunteers happier and more willing to work as often as they could be available.

The proposed 15-minute overlap of volunteers from consecutive shifts in the desired schedule (Appendix Q:143) was intended to enable each volunteer to transfer duties to the next person with minimal disruption. That overlap of volunteers working at the same time totaled two hours and 30 minutes per week. The alternate schedule also averaged two hours and 30 minutes of overlap per week (Appendix BB:209) However, that overlap was not distributed evenly throughout the week and, consequently, could not be used simply to enable each volunteer to transfer duties to the next person as intended. There was a strong tendency for multiple volunteers to work at the same time for long periods. That tendency resulted in the need for additional tasks to be assigned, sometimes spontaneously or out of anticipated sequence, rather than having each volunteer continue the task of the

previous volunteer. Further consequences included: (a) clutter and or confusion arising from more than one task remaining incomplete by the end of a day, and (b) the media specialist performing tasks intended for volunteers. The media specialist's time was needed for personally completing or for assisting volunteers in completing tasks started by a volunteer who was no longer present for the transfer of instructions. The combination of an insufficient number of core volunteers, the lack of availability of the existing volunteers to compensate by working more hours, and the tendency for volunteers' hours to overlap for long periods of time was beyond the control of the media specialist. The resulting less than desired coverage became a factor that significantly contributed to the modifications of the implementation plan.

Effects of Summer Activities

Summer work to update and correct the inventory records was not completed before the start of the 1991-92 school year because of an insufficient amount of volunteer assistance. That incomplete work was at a stage which made it impractical for students to begin checking out books in

September as they usually would do. Nevertheless, the media specialist was expected to maintain a full teaching schedule with 19 classes from kindergarten through eighth grade beginning September 3. (Appendix CC:211) Although the media specialist did conduct class sessions as scheduled, prior to October 22 only faculty members were permitted to check out materials because the volunteers needed to focus their efforts on completing the summer work. The number of volunteers in the beginning weeks of the school year was insufficient for completing the summer activities quickly and progress would have been further delayed if students had checked out books at that time. The volunteers would have been performing both areas of work: (a) inventory correction procedures, and (b) routine tasks associated with circulation procedures. The unexpected arrangements produced tension among the administration, faculty, students, media specialist, and volunteers.

In view of the need for more help, the media specialist chose to alleviate those problems most productively by enlisting the mass assistance of students to continue the inventory work as part of their learning experiences during classtime. The purposes for that use of student help included: (a) to further the progress of the summer work as quickly as possible; (b) to compensate for the absence of paid staff and

the insufficient amount of volunteer assistance; (c) to provide activities for the time that would otherwise have been spent browsing and checking out books; and (d) to provide practice of information skills appropriate to each grade level by directly applying those skills in the unusual circumstances. Students as young as kindergarteners were able to participate with activities such as inspecting the spine labels of certain books. Other grades practiced skills including alphabetizing, distinguishing between individual and collective biographies, and identifying categories in the Dewey Decimal system.

The specific stage of work begun in the summer with the inventory correction procedures was completed on October 4. Students began checking out books on October 22. The time between those two events was spent making the transition to the usual circulation procedures. In addition, the visitation by the accreditation team occurred from October 14 -16. The team observed the unusual circumstances and emphasized the need to begin full use of the media center by students as quickly as possible. The strong impact of the accreditation report prompted the media specialist to continue seeking alternative methods for completing the large balance of the inventory correction process simultaneously with the full teaching and circulation schedule. That search was another

significant factor affecting the implementation of multiple areas of the proposal.

Daily Time Sheet, Questionnaire, and Interviews

Two areas of implementation which were not noticeably affected by the delay of normal operations were the administration of the questionnaire and the use of the daily time sheet. The daily time sheet was kept current by the volunteers who worked in the school setting (Appendix K:127) while no time record was kept for volunteers who worked at home. Both written and oral responses were made to the request for "Library Assistance" through the school's Parental Participation Program (Appendix A:89). Ten of those 18 responses were by people who had performed significant amounts of work in the media center during the 1990-91 school year; therefore, the questionnaire was sent to those ten volunteers. (Appendix M:132) On September 3 the first seven questionnaires were read and by September 6 nine were returned. The tenth was never received by the media specialist. Five of the respondents became members of Target Group I and one became a member of Target Group II. During

interviews and informal conversations the media specialist and volunteers discussed their responses.

Although the questionnaire was distributed on August 30, slightly ahead of the proposed early September time frame, follow up of the responses to the questionnaire was not fully accomplished because the formal orientation interviews were difficult to schedule. One difficulty resulted from the constant fluctuation of the volunteer population. New people constantly arrived and it was unpredictable who would remain and who should be interviewed. Keeping in mind the potential for each person to become involved to the degree of a member of either target group, throughout Phase I the media specialist met with new volunteers individually and invested time to lay a firm foundation with each person. That attention emphasized informal conversation to build rapport, to familiarize the person with the media center, and to provide careful instruction for tasks which actively involved the new volunteer quickly. The media specialist believed it an important promotional need to devote personal attention to each individual during orientation in order to encourage each person to help as fully as possible. Even when the training materials were ready for use, the media specialist introduced each new volunteer to media center activities by giving personal attention rather than by presenting the materials

alone. Although eventually many of those people were designated as drop-in volunteers (Appendix O:139), the media specialist viewed the time spent on orientation and initial training activities with new volunteers to be a greater need than the formal interviewing of the returning volunteers.

The proposed interview process was also affected by the relatively scant coverage by volunteers throughout a week. The less than desired coverage meant that whenever volunteers were present, they were needed to perform particular tasks whether those were the inventory correction procedures or the daily circulation routines. For example, during times when the media specialist was teaching a class, an experienced volunteer would begin work on book returns. By the time the class was dismissed, it seemed inappropriate to interrupt the volunteer's work. Furthermore, at many of those times the media specialist determined a greater urgency for attention to professional tasks other than development of the volunteer program. Responsibilities such as preparing book orders or meeting with other faculty members took a higher priority than formal interviewing of volunteers.

The result was that specific times for interviews with each volunteer were not prearranged other than for the first interview with the coordinator. The second interview with three volunteers together was a result of the media specialist

deciding that a quick and spontaneous meeting would be better than postponing the interviews any further. That group interview occurred on October 7, midway through the anticipated implementation period (Appendix F:114) and three weeks after the first interview with any volunteer at all. Thereafter, formal interviews with other volunteers were not pursued, primarily to allow the media specialist to concentrate on the development of the training materials which were considered to be more crucial to the total volunteer program. Although the practicum strategies of structuring the volunteer program with specific expectations, individual duty assignments, and designations of core/auxiliary/drop-in status were not formally discussed with any other volunteers, the media specialist did maintain frequent informal communication with volunteers regarding overall goals and daily activities.

Duty Roster

The proposal stated that a regular duty roster would be posted to aide core volunteers in quickly recognizing their assignments but did not specify a format for that roster. At the time of the interviews with volunteers, the media

specialist kept a listing of the specific responsibilities that each volunteer had accepted (Appendix S:147). Daily routine duties involved in circulation of materials by students were expected to be covered by all volunteers as needed. Listing of those clerical duties was not necessary until the time when a more usual pattern of duties could be followed for student circulation of materials.

Two weeks after students began checking out books the media specialist implemented a visual system for delegating routine clerical tasks (Appendix T:149). Posting of assignments for daily responsibilities of volunteers began November 5 because the emphasis prior to that was on completion of the summer stage of the inventory correction procedures. Task notes in pockets on the bulletin board were intended to quickly and easily show each volunteer which routine duties were to be performed by whom at a particular day and time. Eight volunteers were originally included on that duty roster (Appendix R:145).

For delegation of daily tasks, the system was not noticeably effective. The major reason appeared to be the difficulty in changing habits which had been developed over the preceding two years by the media specialist and volunteers, particularly the assigning of tasks as a volunteer arrived. In previous years the media specialist told each volunteer which

tasks to perform when the volunteer arrived. If the media specialist was busy, the volunteer would independently begin a task that seemed appropriate. Subsequently that task could be changed when the media specialist had the opportunity to speak to the volunteer. Five of the volunteers on the duty roster had worked in that manner with the current media specialist (Appendix R:145). Those five volunteers, all members of Target Group I, were not accustomed to checking the bulletin board and the media specialist was not accustomed to writing task notes ahead of time. The only noticeable use was by Volunteer Six who did check the duty roster and who appeared disappointed when it was not updated. That volunteer was new to working with the current media specialist and did not have the previous informal arrangements in mind. In addition, two other volunteers, each who had very recently begun working in the media center and who were later designated as drop-ins, never saw the roster because they did not return to work after the time when it was posted. Their names were removed from the duty roster after their attendance had clearly ended.

As the implementation period progressed and the media specialist observed minimal use of the roster, the media specialist increased efforts to be more conscious of the need to plan assignments in advance and to remind volunteers to

check the roster. Emphasis of that roster was discontinued when it became apparent that the patterns of the volunteers' attendance resulted in a less than worthwhile relationship between the amount of time taken for writing task notes versus the time spent to alter assignments due to absence of an expected volunteer, attendance of an unexpected volunteer, attendance by more than one volunteer at the same time, or unplanned tasks and events which took priority over anticipated activities.

Advance Scheduling Calendar

The advance scheduling calendar was an idea not specifically stated in the proposal because the proposal had anticipated each volunteer working a specific shift. Thus, the schedule would be fixed and predictable. When that expectation proved unattainable, the media specialist adapted a system started for another purpose. Eighth graders volunteered after school to fulfill service hours for Confirmation. To help the media specialist plan, those students were asked to sign a large desk calendar one week in advance of the days they wished to work. Student use of the calendar began in September. To accommodate the variations

in the personal schedules of the adults, the media specialist decided to have adult volunteers also sign the calendar beginning in October.

As with the posted duty roster, difficulty in changing habits resulted in disuse of the calendar. Again, the newest member of Target Group I was the only person in that group to use the new system (Appendix R:145). The two other people originally included on the duty roster also used the calendar during their brief terms of service. The five returning volunteers in Target Group I apparently forgot to sign ahead for their next visits. Possibly they felt that signing in advance was unnecessary since they expected to work the same time slot each week and consistently were signing for the actual hours worked on the daily time sheet. They may also have felt awkward signing in advance where the students did. After considering those possible factors, the media specialist decided that it would not be very useful to emphasize the advance scheduling calendar. As with the checking of the duty roster for daily assignments, because only one member of Target Group I used the strategy, the implementation of that part of the study was discontinued when its effectiveness was outweighed by its inconvenience.

Production of Training Materials

At the time of the June 1991 request and the training of summer volunteers, the media specialist was planning a completely different topic for the practicum study. Therefore, the procedures and materials developed during that summer were by no means expected to be a part of the study. However, as the original topic was set aside and the new proposal for a study of volunteers developed, the potential connection to the summer activities was apparent. Handouts used with the summer volunteers (Appendix C:94) became the foundation for the training materials developed during implementation (Attachment and Appendix X:181) of the proposal. Much of the narrative information was repeated in the new materials but the flowcharts had been written for the summer stage of the work and were not repeated. The flowchart format, although appreciated by volunteers (Appendix EE:218), was not used to explain the next stage of work when the new materials were designed because the videotape format more clearly demonstrated the procedures needed.

The planning and production of materials proceeded during the general time frame stated in the proposal except that the proposal indicated that the first lessons would be put into use before the completed production of the final lessons.

Instead, no lessons were used until the entire set was made because the availability of the video camera was limited. Originally two copies of the videotape were produced. Four copies were duplicated after making the decision to use the materials with the home volunteers and nine more were needed when members of Target Group II were slow to return copies. After several volunteers did not respond within a reasonable length of time, "tracer notes" (Appendix FF:225) were designed to tactfully inquire whether or not the volunteers had received the materials most recently sent.

Content of the handouts was gathered from professional and teaching sources and was combined with the media specialist's personal knowledge of the needs of the media center and the needs of the volunteers based upon questionnaire responses and previous contacts with the volunteers. Input from volunteers during implementation prompted revisions of the tests and handouts (Appendix GG:227). Revisions included drawing boxes for the call numbers on activity sheets for lesson two and adding a question about tracings on the handout for lesson three. The media specialist personally developed the floor plan for lesson one, the activity for lesson two, and the tests for lessons one through four. Lesson five did not include a test because the procedures it demonstrated were very detailed and the media

specialist did not want to deter volunteers from doing the task by worrying them with a test. Observation of performance was more appropriate for that lesson. Also, the lesson was not likely to be useful after that particular stage of the inventory correction process was completed. The basic knowledge and skills taught in the first four lessons were expected to be presented each year as new volunteers participated. Therefore, the time to develop tests for those lessons was considered appropriate.

Volunteers assisted with production of the training materials in many ways. While visiting one of the families of a student in the school, a young college student from Italy became a temporary assistant to the media specialist. Because of the language barrier, the visitor did not participate in any of the strategies implemented with other volunteers, but happened to arrive at the time the media specialist needed help filming the lessons. The visitor agreed to appear in the video and helped with the filming process. Volunteer One assisted by making signs for use in the video. Various volunteers made suggestions which the media specialist incorporated in the video and print materials.

Delays with Target Group I

The proposal had suggested that training materials would begin use in early October by the volunteers working in the school setting. However, the media specialist found it difficult to allow those volunteers the time necessary for formal training when more immediate tasks needed to be done. For reasons similar to those which resulted in the disuse of the advance scheduling calendar and the posted duty roster, the media specialist and volunteers tended to defer the use of the training materials. Thus, the materials were first used on November 20 by two members of Target Group I and one member of Target Group II (Appendix D:105).

In conjunction with the difficulty of changing habits, the less than desired scheduling coverage, and the effects of the summer work overlapping with normal routines, the media specialist was concerned about losing experienced volunteers if too much emphasis was placed on requiring them to participate in a highly structured training program. Five of the six members of Target Group I, as returning volunteers, already knew the basics necessary for performing their tasks. One of them, Volunteer Four, exhibited signs of believing that that person was experienced enough and that formal training was not appropriate for someone who had been working in the

media center without such training for the two previous years as that person had done. To prevent that attitude from developing in other volunteers, the media specialist initially downplayed the importance of completing the lessons in a rigid fashion. The media specialist also changed the title on the test sheets from "Test for Lesson 1" to "Lesson 1", etc. in order to make the materials less threatening to the volunteers. (Appendix GG:227) When speaking or writing to most volunteers, tests were referred to as preview and follow-up questions rather than as pretests and posttests. In contrast to the resistance of Volunteer Four, three members of Target Group I (Volunteers Two, Five, and Six) displayed high interest in completing the lessons. Also, Volunteer 11 from Target Group II commented favorably about the testing and teaching format of the program (Appendix EE:218) .

First Major Mid-Course Correction: Emergence of Target Group II

In order to finish the summer activities as quickly as possible, more volunteers were recruited with an emphasis on those who could accomplish parts of the job at home. Although recruitment was not an aspect of the volunteer program

specifically addressed in the proposal, circumstances required that the media specialist find ways to increase the number of volunteers. The result not only provided more people to handle the work but also more people to participate in the training program; thus, a second target group became available.

On September 6 a letter (Appendix HH:231) was sent to all parents to publicly thank the summer volunteers by name and to increase schoolwide awareness of the need for more workers. On September 13 another letter (Appendix II:233) was sent to all parents and explained the specific plans for continuing the inventory correction procedures in preparation for an automated circulation system. That letter asked for specific responses and 53 people responded affirmatively including 33 who had not volunteered for the media center in previous years, the 1991 summer, or through the current year's Parental Participation Program (Appendix D:105). One week later on September 20, a brief, general thank you message was published to acknowledge the volunteers who responded to the specific call for help (Appendix JJ:235). That notice also explained that much time could pass before some of those volunteers would be directly contacted. The delayed contact was dependent upon the length of time needed to complete the stage of inventory work already in progress. The original purpose of recruiting those new volunteers was to complete as

much of the inventory correction process as quickly as possible. At that time the media specialist had not yet considered those volunteers as participants in the practicum study.

For approximately the next month, volunteers and various classes of students continued the inventory work. On October 4 the last part of the summer stage of work was completed and by October 22 students were able to begin checking out books. For approximately another month little effort was put into the inventory correction procedures. Instead, the emphasis was on completing the production of the training materials while also re-establishing circulation procedures from the previous year. During that time the media specialist decided to send the training materials back and forth in a correspondence format to assure that the home volunteers did their jobs properly. Therefore, lesson five (Appendices U:151 and X:181) was written specifically to explain the next stage of the inventory correction process. The correspondence format also appeared to be a solution to the problem of having too little time during school visits for the formal training of Target Group I. The media specialist realized the potential for obtaining more data to evaluate the success of the training materials by increasing the number of volunteers using them. Ongoing evaluation and planning during that transition period

resulted in the decision to modify the proposed activities by defining two target groups and two phases of implementation.

On November 20 a letter (Appendix KK:237) was sent to 88 people (excluding Volunteer 106 and Target Group I) who had responded either to the June 1991 or to the September 13 requests for new media center volunteers. That invitation outlined the training program in a manner intended to clearly indicate the dedication to detail that would be required. Of the 32 responses to that letter, 21 people indicated convenient dates for themselves to initiate the training program and 11 said they could not participate. (Appendix D:105) At the start date indicated by each volunteer, the media specialist sent the pretest for lesson one with a cover letter (Appendix LL:239). On December 13 the media specialist sent an additional handwritten letter (Appendix MM:241) to members of Target Group I in an effort to resume the training program with them. Each volunteer then corresponded with the media specialist at an individual pace. The result was that 30 people began or resumed the training program at or after the time when the implementation period was proposed to end (Appendix D:105).

Thus, the media specialist dealt with two sets of volunteers: those in school to handle the daily clerical routines and those at home being trained to handle the

inventory correction procedures. The greater number of volunteers resulting from the inclusion of those working at home created more work for the media specialist without providing additional workers who could handle the daily routines. However, the home volunteer participation did relieve some of the pressure on the school volunteers to work on some aspects of the inventory correction procedures and enabled them to concentrate on circulation related tasks. The media specialist decided to consider the home workers as subjects in this study in order to gather more data for evaluating the training materials. Target Group II was formed from the volunteers who worked primarily at home and was composed specifically of the home volunteers who ultimately completed the pretest and posttest pair of components for at least one lesson (Appendix J:125). An additional 15 people participated in the training program but did not complete any single unit before the end of the school year and were not considered part of either target group (Appendix NN:243).

Second Mid-Course Correction: Phases within Implementation Period

The proposal had estimated use of the training materials to range from early October until mid-December (approximately 48 school days from October 1 through December 13), but use did not begin until November 20. The proposal specified that core volunteers would complete at least three instructional units during the implementation period. During the beginning of Phase II (Appendix OO:245) through the proposed stop date of December 13 not even one person had completed the pretest and posttest for any lesson.

In view of those facts the media specialist projected a new end date of February 18 to allow a comparable 48 day period specifically for implementation of the training materials. Unexpectedly, the use of the training materials was interrupted February 3 by the media specialist's two week absence following an automobile accident and surgery. The media specialist returned to work on February 18 and chose to evaluate implementation of the training materials through March 2 in order to remain as close as possible to the length of time intended in the proposal. Progress during the middle of Phase II (Appendix PP:247) showed that by that time 16

pairs of pretests and posttests had been completed by 11 of the 15 volunteers in the two target groups.

Beyond March 2, little progress was made in the formal use of the testing portion of the materials. The book fair, Easter vacation, another absence by the media specialist, and commitments of volunteers to other activities late in the school year affected the progress. The media specialist began to expedite volunteers through the instructional portions of the lessons before the school year ended so that interested volunteers would be able to work in the summer without the media specialist needing to be available. Thus, the tests were omitted in many cases. Volunteers were asked to view the videotape, to do some of the activities, and occasionally to take the tests.

The last posttest for which a pretest had also been given was completed April 1. Results at the end of Phase II (Appendix QQ:249) indicated that six pairs were completed after the adjusted stopping date of March 2. Since the effectiveness of the training materials was to be measurably evaluated by comparing the results of the pretests and posttests, in order to obtain a larger sample the media specialist chose to expand the implementation period and to include all completed pairs regardless of the dates. Thus, while volunteers continued to use portions of the training

materials after Phase II (Appendix RR:251), the time for evaluation of those materials ended with the April 1 completion of the last pair of pretest and posttest components.

Considering the delayed start of use of the materials and the subsequent extension of time for evaluating their use, the media specialist divided the implementation period into two overlapping phases (Appendix F:114) to make reporting of results clearer to describe. Phase I focused on Target Group I and the orientation and management strategies already discussed. That period, August 20 through December 13, 1991, remained close to the originally planned period. Phase II focused on both target groups and the use of the training materials. Phase II extended from November 20, 1991 through April 1, 1992.

Handbooks and Progress Charts

An individual handbook for each volunteer was an extension of the training materials and was intended to help with evaluating the success of the training materials. During implementation the media specialist decided to keep a file folder for each volunteer rather than give each volunteer a

pocket folder for forming a handbook. The file folder contained a progress chart, pretests, posttests, notes to and from the volunteer, and response sheets from the various recruitment requests. The progress chart (Appendix Y:203) was used to record the dates each part of the training materials was given to the volunteer and returned to the media specialist. The progress chart, unseen by the volunteer, included comments about the volunteer's performance on the tests and activities. (Appendix SS:253)

Upon completion of written activities other than tests, volunteers were asked to keep those papers together with the handouts for each lesson. The media specialist suggested keeping the materials in a folder for handy reference but did not specifically ask any volunteer for evidence of doing that. Occasionally, the media specialist mentioned the handouts and the volunteers generally commented in a way that showed the papers were readily available at home. At times, the volunteers brought the sets of papers to school to assist them in their work.

Tests

When a volunteer completed a test, a note with a general comment about the results was sent with the next part of the materials. A specific grade was not assigned to the tests and alternate answers were considered acceptable when reporting progress to the volunteers. However, after implementation of the majority of the training was completed, the media specialist again scored the tests and accepted only the intended answers (Appendix TT:260) for the purposes of computing actual scores. Those were the scores used to calculate percentages for comparing pretest and posttest results. (Appendix UU:270)

The proposal stated that posttests would indicate a score of 80 percent or better on each instructional unit by each core volunteer. Considering completed pretest and posttest pairs, eight times out of 11 the volunteers in Target Group I and 12 times out of 14 the volunteers in Target Group II achieved the 80 percent or better level of mastery on a posttest. In addition, three times in Target Group I and six times in Target Group II volunteers scored 80 percent or better on the pretest and were exempted from the posttest.

Because the materials were used outside the school setting, the media specialist could not ensure that the

posttests were answered by Target Group II without those volunteers referring to their handouts. Scores for the lesson one posttest increased dramatically over the pretest. It was unclear whether the high results were due to the ability of the volunteers to retain the knowledge from the video and print materials or from use of the print materials at the same time as the testing. The media specialist did not attempt to determine the cause since the primary focus was on providing volunteers with enough background to perform their tasks, with or without the assistance of notes. Furthermore, handouts for lessons one and two (Appendix X:181) were combined. Volunteers could easily have read ahead or used the handouts when taking the pretest for lesson two. That may explain the higher results on the pretest for lesson two relative to lessons one, three, and four. Another explanation for the higher scores in later pretests was the probability that volunteers were more comfortable with the content and format of the training materials. Fuller comparisons of the lessons were not able to be made since the tests were not all administered.

As indicated earlier, Objective Two stated that volunteers would complete a minimum of three units during the implementation period. A complete unit was the sequence of pretest, video, handout/activity, posttest. The program

consisted of four complete units and a fifth video lesson with a handout but no test. By the originally planned end date of December 13 (Appendix OO:245), no units had been completed. By the Phase II end date of April 1, 23 units had been completed. One volunteer had completed four units, two had completed three units, three had completed two units, seven had completed one unit, and two had completed no units (Appendix J:125). The two who did not complete any units remained members of Target Group I. They and the volunteers who did complete at least one pair of pretest and posttest components were the volunteers featured as Target Groups I and II in this study.

Volunteers did not complete the units before the end of the school year for many reasons. In Target Group I, two people watched the video but did not take all of the tests because they actively demonstrated mastery of the information and were busy applying it. Another member of Target Group I had ceased to participate in the formal training program beyond lesson two. It was known from past experience that Volunteer Four did not feel comfortable with anything that person perceived as complicated. At the time of that person's interview in a group setting, early signs of reluctance to change had been noted. The hesitancy seemed directed towards the overall formalizing of the volunteer

program. With the testing, resistance became very strong. When faced with the pretests and posttests, Volunteer Four refused to take more tests and threatened to not return. The media specialist tried to coax that volunteer into continuing with the training, but soon realized that the volunteer was serious about leaving if forced to continue the program. Since Volunteer Four appeared confident and capable enough to perform certain routine tasks and was available three days a week, the media specialist did not risk losing the volunteer by requiring further participation in the formal training program. Two of the volunteers in Target Group II dropped out of the program because of other responsibilities. Another was slow about returning materials and did not complete the minimum number before the end of the school year. The remaining four members of Target Group II skipped numerous tests because the media specialist was forced to abbreviate the program at the close of the school year when making preparations for the summer of 1992. Other volunteers participated in the training program but did not complete at least one pair of test components (Appendix NN:243). Those volunteers who did not achieve target group status were defined as Category IV (Appendix D:105).

Journal

Nearly from the start of data collection, the media specialist realized the difficulty of keeping accurate notes without the volunteers becoming aware of the notetaking about their performance. The media specialist was reluctant to have the volunteers become aware that they were the subjects of a study for these reasons: (a) the volunteers might deliberately do well in order to help the media specialist succeed (i.e., the Hawthorne effect when subjects perform well due to the attention paid to them during a study), and (b) the volunteers might possibly resist the changes if those appeared to be imposed for personal not professional reasons (i.e., the volunteers might feel the procedures were implemented only for the sake of the media specialist's practicum rather than for the best interests of the school).

The media specialist became cautious about leaving notes in view of the volunteers. Concern about drawing too much attention to the new procedures resulted in the media specialist forgetting to keep fully up-to-the-moment records. Furthermore, the media specialist experienced difficulty in determining which details to record in the journal because of the volume and overlapping nature of details occurring on a daily basis which could be used as observations regarding the

progress of the implementation. Despite those difficulties, the media specialist managed to keep enough records to recall the reasons for modifying the original strategies presented in the proposal.

Evaluation of Objectives

The proposed outcome objectives were evaluated in a variety of ways.

Objective One: Each core volunteer would contribute ideas and assistance toward the development of specific procedures and materials, including at least four instructional units, to provide consistent orientation, training, and management of core volunteers in the media center.

Evaluation: As described throughout this chapter, volunteers participated in the production of the video and print materials, and influenced changes in the management procedures of the media center and its volunteer program.

The training program was monitored with progress charts maintained by the media specialist while other non-test print materials were kept by the individual volunteers.

Communication about progress was conducted through notes to and from the home volunteers and frequent verbal contact with the school volunteers. Volunteer One, the coordinator, contacted volunteers to encourage the return of training materials and to determine which volunteers were still interested in continuing. Volunteer Three helped with managing the recruitment responses. Journal observations noted specific instances in which responses by the volunteers affected the development of the procedures and materials which were implemented.

To increase volunteer input toward the total media center volunteer program and to facilitate volunteer efficiency, several managerial strategies were presented. An alternate schedule was established as a compromise between the desired full day coverage originally proposed and the realities of insufficient availability of volunteers. Target Group I volunteers followed the schedule as consistently as they could. Use of a posted duty roster was attempted as a systematic means for delegating daily clerical assignments. Due mainly to the difficulty of changing habits but also to the minimal coverage by volunteers, the duty roster was not well used. Similarly, a calendar for advance scheduling did not prove effective. Specific tasks were delegated based upon questionnaire responses and previous experiences along with

verbal input from the volunteers. Although the posted duty roster was not maintained for assigning routine clerical duties on a daily basis as intended, the concept of delegating specific tasks to volunteers who consistently took personal responsibility for them did work effectively as a means of freeing the media specialist to perform professional duties.

Objective Two: Each core volunteer would complete a minimum of three instructional units during the 15-week implementation period.

Evaluation: Progress charts indicated that three volunteers among the 15 in the two target groups completed a minimum of three units during Phase II (Appendix J:125) of the expanded implementation period. Discussions of that phase are located under the subheadings "Second Mid-Course Correction" and "Tests" in this chapter.

Objective Three: Each core volunteer would score 80 percent or better on the posttest of each instructional unit that the volunteer completed during the implementation period.

Evaluation: Twenty volunteers in the two target groups scored 80 percent or better on 25 attempted posttests during

Phase II of the expanded implementation period. Further details of those results are found under the subheading "Tests" in this chapter.

Objective Four: Each core volunteer would fulfill a majority of the expectations for attendance listed in the core volunteer description.

Evaluation: Observations enabled the media specialist to designate four core volunteers according to their fulfillment of a majority of the expectations for attendance. In addition, two people were designated as auxiliary volunteers. Due to the small number of core volunteers, members of both designations were combined to form Target Group I. That group was featured throughout the implementation of the practicum strategies. A second target group was later determined to be necessary specifically for the evaluation of the training materials.

Objective Five: The media specialist would report noticeable progress in the processing of 1990-91 purchases and the correcting of inventory records.

Evaluation: By March 25, 1992, the 1990-91 purchases were processed. Of the 273 items purchased for that year, only 18 had been completely processed and ready for circulation by June 1991. Those were handled entirely by the media specialist. During the 1991-92 year, the media specialist partially or completely processed over 34 additional items. Three volunteers of Target Group I performed other parts of the processing and another demonstrated particular skill and interest in the processing tasks. Volunteer Three exhibited great eagerness by taking the work home and was the person primarily responsible for completing the 221 remaining items. Although that was the volunteer who used the least amount of the training materials by only viewing the videotape, the media specialist allowed Volunteer Three to do the job without formal testing in the training program because that volunteer clearly displayed mastery of the content and was quick to learn the necessary skills. Interestingly, that volunteer had the least predictable schedule among the members of Target Group I and had not participated in the interview process. Also, that person was not a core volunteer according to the expectations listed; but subjective evaluation placed Volunteer Three as one of the most effective members of the target group.

At the time the proposal was written, the second part of this objective appeared to be a useful indicator of the efficiency of the volunteers. The enthusiasm and large number of people responding to the June 1991 request for help appeared sufficient to complete the summer stage of work before the start of the 1991-92 school year. The next stage of work had been planned to operate simultaneously with normal activities of teaching and circulation. One measure of volunteer efficiency was expected to be the amount of progress for that next stage. Instead, the summer stage extended far into the school year and delayed the start of student circulation of books. The effects of that unpredicted extension heavily influenced the activities of the practicum because the summer work delayed implementation of practicum strategies. However, the need to divide attention between the inventory correction procedures and routine operations led to the identification of a second target group which resulted in a broader base of subjects using the training materials. Although much still needed to be done at the end of the school year to continue the total process begun the previous summer, the recruitment efforts incorporated into the practicum resulted in greater schoolwide awareness of goals and activities in the media center and a larger number of

volunteers to assist in the longterm plans leading to automated circulation.

Objective Six: The media specialist would report an increasing trend in the time spent on professional responsibilities other than personalized training activities.

Evaluation: As a result of the major efforts by Volunteer Three to process the 1990-91 items, the media specialist was able to concentrate on other responsibilities. The most pressing tasks, second to teaching the full class schedule, were to continue planning the progress of the work begun in the summer and to continue recruiting and motivating volunteers.

As described throughout this report, the inventory correction procedures needed for transfer to an automated circulation system involved much of the time and energy of the media specialist and volunteers. Tensions were created among the administration, faculty, students, and media center personnel because of the delays associated with those longterm goals. Further stress arose when the media specialist experienced an unusual amount of illness and absence during that school year. Those tensions and absences

made it difficult to concentrate on the many jobs that needed to be done.

Another specific professional responsibility which demanded a large amount of the media specialist's time and mental concentration at various points throughout the year was the establishment of the Junior Great Books Program in the second and third grades. The principal asked the media specialist to be the faculty member responsible for coordinating the parent volunteers who were leading small groups, the teachers of the students participating in those small groups, and the students themselves. Keeping in close communication with all involved parties regarding that program was difficult. Initiating the program amidst the work which had extended from the summer, the processing of materials from the previous year, the ordering of new materials before the December deadline for use of federal funding, the visitation by the accreditation team, and the demands of fulltime teaching created an additional drain on the media specialist's time and energy.

The media specialist was able to fulfill those responsibilities by depending upon the volunteers to handle their clerical duties. Also, even though the duty roster was not used effectively to delegate those daily routine tasks, volunteers continued to perform the individual responsibilities

which they had agreed to do. For example, the keeping of daily circulation statistics by Volunteer Four and the recording of magazine arrivals by Volunteer Two regularly saved the media specialist valuable time. Although the specific strategy did not fully work as planned, the positive result of delegating certain clerical tasks to volunteers in order to free the media specialist for professional duties was achieved. Volunteer 11 was able to assume much of the responsibility for maintaining the Junior Great Books Program once the media specialist had initiated it at the principal's request. That volunteer was active in a number of ways: served as coordinator of the total Parental Participation Program for the initial recruitment of volunteers for all of the areas of school needs, participated in the summer inventory work, and completed a majority of the training program components. Volunteer 11 was the only volunteer (excluding Volunteer 106 who was a faculty member) to whom the media specialist had ever specifically mentioned the topic of the practicum study. Thus, the media specialist later asked Volunteer 11 to put that volunteers comments about the training program in writing (Appendix EE:218). Furthermore, the moral support provided by the members of Target Group I enabled the media specialist to cope with circumstances more calmly than might have been expected. Many times, volunteers made an extra effort to be present or

to take home work to alleviate the workload. Their general willingness to perform whatever tasks were requested enabled the media specialist to depend on their support even when jobs were not specifically delegated in advance. The abilities of the volunteers to handle the daily tasks and of Volunteer Three to handle the processing of many new materials enabled the media specialist to more easily fulfill the professional responsibilities of teaching students and planning for the future of the media center. Thus, the media specialist did spend less time on certain aspects of personalized training as a result of the implementation of the formal training program.

The original emphasis of the training program was to allow the volunteers to be as independent of the media specialist as possible. In practice, it often proved easier to teach a core or auxiliary volunteer a task personally rather than wait until a specific portion of the training materials could be created or used. Examples of tasks effectively taught through personal contact included: use of the Appleworks database for maintaining records of overdue books, procedures for checkouts and returns of student books, recording of magazine arrivals, performance of certain processing steps and repair techniques, and the labeling and filing of publishers' catalogs. Although the media specialist spent time with volunteers in direct instruction for specific tasks, the training

materials were useful for explaining basic information that helped volunteers relate their tasks to the total media center program. The media specialist was able to spend less time imparting background knowledge and the volunteers gained a better understanding of the reasons for even the simplest of their tasks. Such understanding contributed to the sense of belongingness which showed in the attitudes of most of the volunteers in Target Group I.

It must be acknowledged, however, that management of the training materials did involve the media specialist's time more than anticipated because of the large number of volunteers who participated. Recording progress, responding to questions, and handling the materials to be transported to the many volunteers kept the media specialist closely tied to the training process. Although volunteers did not all finish the training, enough new people were recruited to assure the media specialist that the efforts were worthwhile.

Objective Seven: The media specialist would report widespread increased efficiency of both volunteers and the media specialist.

Evaluation: The principal and faculty remarked that the volunteers covered daily routines very well when the media

specialist was absent for two weeks in February (Appendix EE:). Volunteers again covered during the book fair in April when the media specialist was absent for a serious family emergency. Upon return from those absences, the media specialist clearly observed that the volunteers had been highly efficient. Work was very up-to-date and few problems were waiting for the media specialist's attention. That was a result of a combination of factors: (a) continuous training, both formal and informal, (b) longterm development of strong rapport between the media specialist and each volunteer, and (c) additional hours contributed by the volunteers during those times. While the efficiency of the volunteers could not be measured in quantitative terms, their overall effectiveness was clear. Results showed that training alone did not promote effectiveness. A combination of personal factors made the difference. Despite the number and scope of changes made during implementation, the media specialist considered the study to have been highly effective.

CHAPTER V

Recommendations

The media specialist would like to refilm the video to obtain better quality in the presentation and to make the lessons more appealing to viewers; music could be added as long as copyright policies are followed. The media specialist plans to produce additional instructional units for volunteers and to include procedures for circulation of books and processing of materials. The media specialist also intends to develop similar units for student use; preferably the students themselves will be involved in the production of those materials. All of the units may be shared with other schools.

The procedures for orientation will be refined as needed and repeated annually. The major revision will be to conduct formal meetings with groups of potential volunteers, probably one morning session and one evening session to accommodate as many people as possible. Although the idea of a meeting had been rejected by the researcher when writing the proposal, the media specialist now feels that enough awareness has been generated in the school to expect reasonable attendance. Furthermore, the principal has urged the media specialist to

conduct several such meetings and to delegate more tasks to volunteers.

The agenda for that orientation would include much of what had been planned for the interviews: expectations, needs, schedules, task description and selection. Additionally, team spirit would be encouraged. A survey might be administered in advance to focus the attention of the volunteers on the topics to be discussed. That survey would also compensate for not being able to conduct formal interviews with individual volunteers.

During the past year a system for monthly scheduling of clinic volunteers appeared to be successful. The media specialist will investigate the adoption of a similar system for media center volunteers. A calendar of the agreed upon days and hours would be sent home monthly to remind volunteers of their commitments and to give them the opportunity to make adjustments if necessary.

The posted duty roster would be redesigned and reimplemented. The media specialist is considering a chart with labels for various duties written across the top and the names of volunteers listed along the side. In the boxes where those columns join, movable markers, labeled with the days of the week, would indicate the duties assigned to each volunteer. That method would save time that the attempted duty roster

required for handwriting of daily responsibilities. Also, the media specialist will be able to implement the new duty roster at the very beginning of the year rather than in November as happened during the practicum study. A prompt start will make it easier for volunteers and the media specialist to develop habits of using the duty roster to its full potential.

The media specialist will strive to delegate more responsibilities to specific volunteers. Observing the confidence and pride that developed in many of the volunteers during the study gave the media specialist greater confidence in "giving up" responsibilities to nonprofessionals. Knowing that fulltime help will not be available in the near future means that the media specialist will continue to depend heavily upon volunteers.

Presentations of this study may be made (a) at a meeting of media specialists in the media specialist's diocese, (b) at convention workshops for the Florida Association for Media in Education (F.A.M.E.) or Kappa Delta Pi, or (c) for the management class in a university educational media program. This study may be published in the journals of F.A.M.E. or Kappa Delta Pi, or in School Library Journal, Catholic Library World, Learning, or Instructor.

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APPENDICES

Appendix A

Parental Participation Program Form

Appendix A

Parental Participation Program Form

PARENTAL PARICIPATION PROGRAM

Along with the privilege of enrolling your child at School's name deleted , comes the responsibility of involving yourself in the activities of Parish life. Our Parental Participation Program allows each parent to choose how they can assist the school according to individual time and talent. Various positions filled by volunteers in the past have saved the school at least $25,000 per year. At this time we need all families to accept their responsiblity to help assure quality education for their child and to complete the form below. Volunteers are not limited to one area, or to being parents of our school children, grandparents, aunts/uncles, neighbors, all are welcome to participate. The completed form must be returned to your child's homeroom by Monday, August 26.

1. LIBRARY ASSISTANCE - Volunteer One Name and phone number deleted
_____ aid students with book selection, check books in and out, make repairs, typing, etc.

2. CLINIC ASSISTANCE - Name and phone number deleted
_____ give first aid, keep health records. Only experience necessary, TLC. Every child needs this care some time or another.

3. HOMEROOM PARENT - Name and phone number deleted
_____ assist homeroom teachers with activities, parties field trips, etc. (See attached form for more information)

4. SUBSTITUTE TEACHING - Name and phone number deleted
_____ (a) I am a teacher and would like my name put on the substitute list as a part of the P.P.P.
_____ (b) In case of an emergency, I would be willing to substitute for a day.

5. GENERAL SCHOOL ACTIVITIES - Name and phone number deleted
_____ (a) typing at home.
_____ (b) typing at school.

6. CAFETERIA - Name and phone number deleted
_____ assist in the cafeteria.
_____ school yard (during lunch hours).

7. RELIGIOUS GOODS STORE - Name and phone number deleted
_____ assist with the sale of religious goods on Sundays. (8:30 - 11:30, every two months).
_____ assist with the sale of religious goods on Thursdays. (11:00 - 1:00, every two months).

8. TRAFFIC COMMITTEE - Name and phone number deleted
_____ assist in parking lot, mornings.
_____ assist in parking lot, afternoons.

Appendix A (continued)

9. DEVELOPMENT OFFICE - Name and phone number deleted
_____ office work, typing, phone calls, etc.

10. XEROXING - Name and phone number deleted
_____ use new digital printer to copy papers for teachers (1 to 2 hrs. every other week) AM/PM time flexible

---

Parents name _____

Home Phone _____ Work Phone _____

Child/Children _____ Grade _____
_____ Grade _____

Days Available _____ M _____T _____W _____Th _____ F_____

Times Available _____ A.M. _____ P.M.

*** PLEASE RETURN THIS FORM THE 1ST DAY OF SCHOOL ***

Appendix B

June 1991 Schoolwide Request for Volunteers

Appendix B

★★★★★★ June 1991 Schoolwide Request for Volunteers

Dear Parents and Friends of **School's name deleted**

Great news! Action is underway to convert our school library media center to an automated circulation system. This means we will be able to checkout books by using a computer to scan bar codes. That will promote an even greater use of our library and its books than we experienced this year.

Thanks to your support of the Book Fair and the Apples for Students program we are able to start this project. We would like to complete it in time for the next school year.

To do so requires an incredible commitment of time and energy. We are looking for people to help during the summer months. A significant amount of the total job can be done by people at home (for example, on nights or weekends by people with daytime jobs or, during the day by people with small children at home). Volunteers are not limited to being parents of our school's children: grandparents, aunt/uncles, neighbors, and high school/college students are also welcome to participate. The main characteristics necessary are: reliability, clear thinking, attention to details, and PATIENCE!!!

If you are interested in helping but you think you don't have enough time, please complete the response form anyway. The expression "Many hands make light work" shows how all of your "small" contributions combined with bigger commitments of time from other people will help to complete the necessary tasks as quickly and easily as possible.

We are very excited to finally be able to make this computerization become a reality. Hopefully, you will be one of the people involved. Please give this your consideration and return your response (on back of this page) to the school office by June 12, 1991.

Thank you!

Principal's name and signature deleted

Media Specialist's name and signature deleted

P.S. Above all, please encourage your children to spend much of the summer READING. Love of books and learning is our mutual goal as parents and teachers.

Please indicate your availability and return this response form by Wednesday, June 12. You will be contacted later to make more definite arrangements. Thank you in advance for your interest and support.

☆ ___ Yes, I can help at school during the summer.

- The dates I am available are from _____ to _____
- The most likely days are: Su M Tu W Th F Sa
- The best times are from _____ to _____.

_____

☆ ___ Yes, I can help at home during the summer.

- The dates I am available are from_____ to _____

_____

☆ ___ I am not sure of my availability yet, but I would like to be contacted for possible participation.

_____

☆ Name_____

Phone Numbers (home)_____

(work)_____

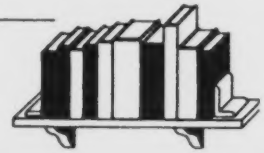
☆ I know of these other relatives, neighbors, friends, and students who also may be able to help:

Name_____

Phone_____

Name_____

Phone_____



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BEST COPY AVAILABLE

Appendix C

Summer 1991 Instructional Handout

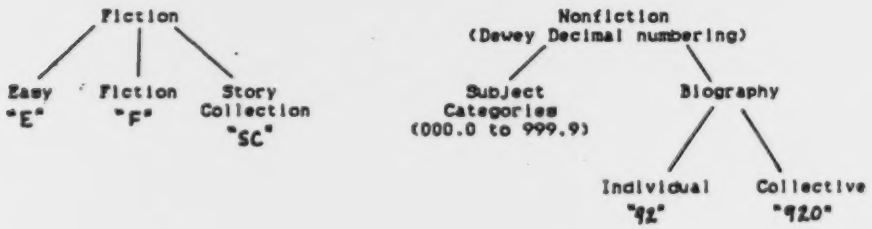
Appendix C

Summer 1991 Instructional Handout

Library books are arranged according to standard rules which enable patrons to find what they need easily. University and large public libraries have one system. School and small public libraries generally follow another system. Both systems include options for individual libraries to adapt to their particular needs. These are the terms as we use them at St. Rose:

A book is located according to its call number. Most call numbers use two lines. The top line uses a letter or a number to show the book's classification. The second line uses 3 letters to alphabetize books which have the same top line classification code.

This is an overview of the categories and how they relate to each other:



Fiction basically means "make believe" stories.
There are three main categories of fiction books: Easy, Fiction, Story Collection.

Easy includes 1) picture books, 2) controlled vocabulary and other "beginning reader" books, and 3) books for reading aloud to young children.

Easy books are arranged alphabetically by the author's last name.

Fiction includes the "made up" stories for independent reading.

Fiction books are arranged alphabetically by the author's last name.

Story Collection includes books of short stories, whether they are by the same author or by several different authors all contained in one book.

Story Collection books are arranged alphabetically by either 1) the author if only one author is represented, or 2) the title if more than one author is represented.

Examples:

E	F	SC	SC	398.2	92	920
SEU	CLE	HIT	BES	AND	WAS	LOV

Appendix C (continued)

Nonfiction generally means true "information" books. (The biggest exception is for folk and fairy tales = 398.2.)

Nonfiction books are first arranged according to the Dewey Decimal classification system. This means that each subject category is represented by specific numbers ranging from the "zero hundreds" (000.0) to the "nine hundreds" (999.9).

When two or more books have the same Dewey number, use the last name of the author to further arrange those books. (But only alphabetize the books with identical Dewey #s on their top lines.)

Biography means a book about a real person's life. Biographies form a special category of nonfiction because there is such a great number of them. We shelve each set of biographies separately from each other and from the rest of the nonfiction.

An individual biography is about one person. (This can include an autobiography, a book a person wrote about his/her own life.)

Individual biography books are arranged alphabetically by the LAST NAME OF THE PERSON THE BOOK IS WRITTEN ABOUT, no matter who the author (writer) is.

A collective biography is about more than one person.

Collective biography books are arranged alphabetically by TITLE.

Currently we classify our paperbacks according to the above categories but shelve them separately from the hardbacks. This may change during the coming year.

Appendix C (continued)

Every book needs a call number to show where it belongs on the shelf. Both patrons (library users) and library staff (volunteers) use the call number. Multiple copies of the same title will have the same call number and be shelved next to one another.

You will find CALL NUMBERS in these places:

1) on spine label of book
2) in upper LEFT HAND corner on
   a) book checkout card
   b) book pocket
   c) all catalog cards for that book
   d) shelf ("inventory") card for that book

Every book also needs a unique number for identifying it separately from all others, even from separate copies of the same title. This unique identification number is the accession number. (Eventually, all of the accession numbers will be "traded in" for the bar code numbers that are used with the automated checkout system.)

The accession number is of no real use to patrons and should not show any place where it can confuse patrons. But it is extremely important for library staff to understand the purposes of accession numbers.

You will find ACCESSION NUMBERS in these places:

In the upper RIGHT HAND corner on the
   1) book checkout card
   2) book pocket
   3) shelf (inventory) card

Notice that the accession number does not belong on the catalog cards or the spine label.

Sometimes when there is more than one copy of the same title, a copy number is also given next to the accession number. This is not necessary but it does make day to day work a little easier at times.

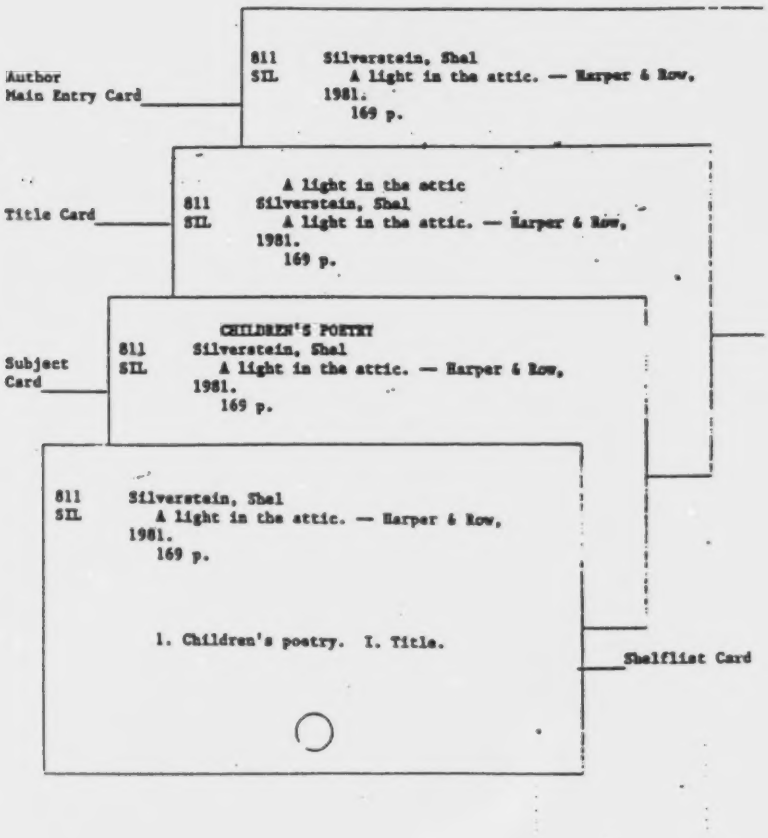
The card catalog is an index to all books in the library. Patrons and staff both use the card catalog. There are three types of cards usually: author card, title card, subject card. These are filed ALPHABETICALLY according to the information on the TOP LINE of the cards.

There is a completely separate set of drawers with cards to be used only by library staff. This set is called the shelf list. The shelf list cards look very much like author cards but have additional information, most importantly: the accession number. The shelf list is used for inventory. It is arranged in SHELF ORDER according to CALL NUMBER.

Appendix C (continued)

COMPLETE SET OF CATALOG CARDS

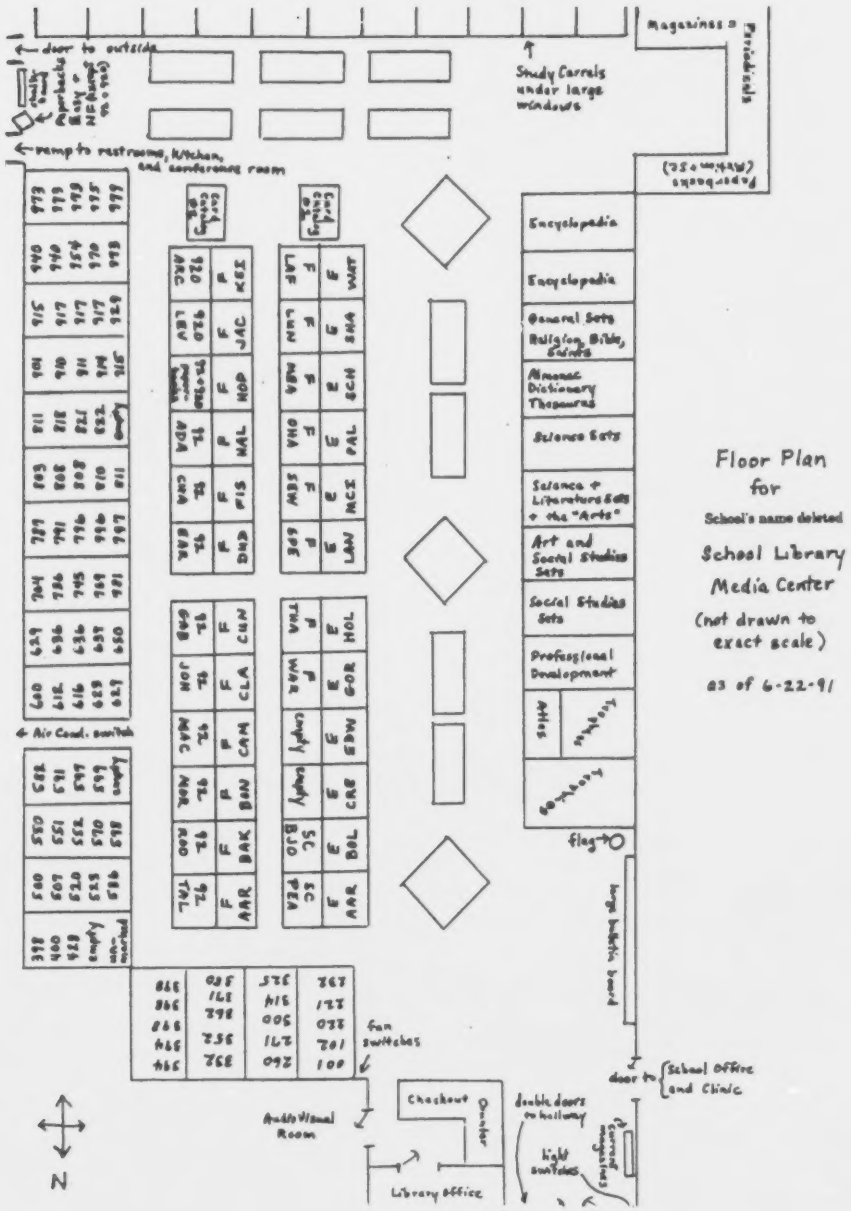
BOOK WITH SINGLE AUTHOR



Library Media Services D 40

"Library Media Services Handbook of Policies, Procedures and Resources." Unpublished Manuscript. Dade County Public Schools, 1986.

Appendix C (continued)

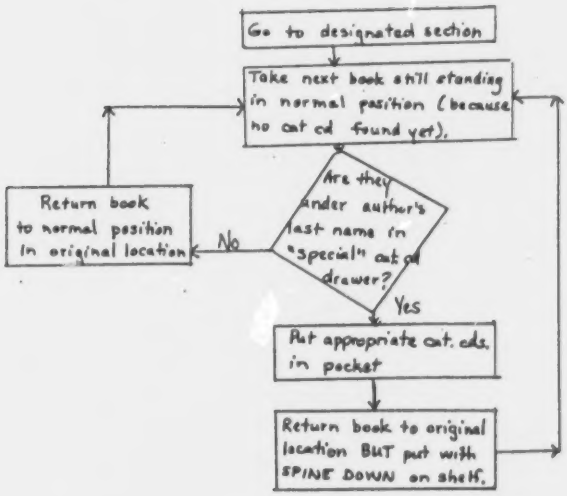


Floor Plan for School's name deleted School Library Media Center (not drawn to exact scale)

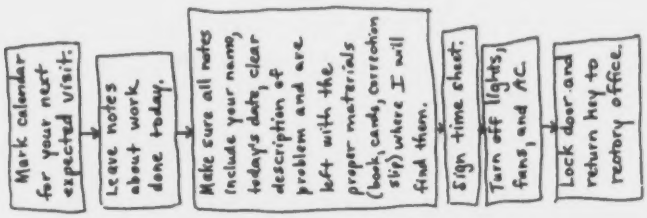
23 of 6-22-91

Appendix C (continued)

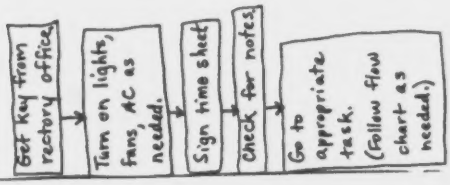
Flow Chart #1


Go to designated section
Take next book still standing in normal position (because no cat cd found yet).
Are they under author's last name in "special" cat cd drawer?
No
Yes
Return book to normal position in original location
Put appropriate cat. cds. in pocket
Return book to original location BUT put with SPINE DOWN on shelf.

"ENDING" Flow Chart


Mark calendar for your next expected visit.
Leave notes about work done today.
Make sure all notes include your name, today's date, clear description of problem and are left with the proper materials (book, cards, correction slip) where I will find them.
Sign time sheet.
Turn off lights, fans, and AC.
Lock door and return key to rectory office.

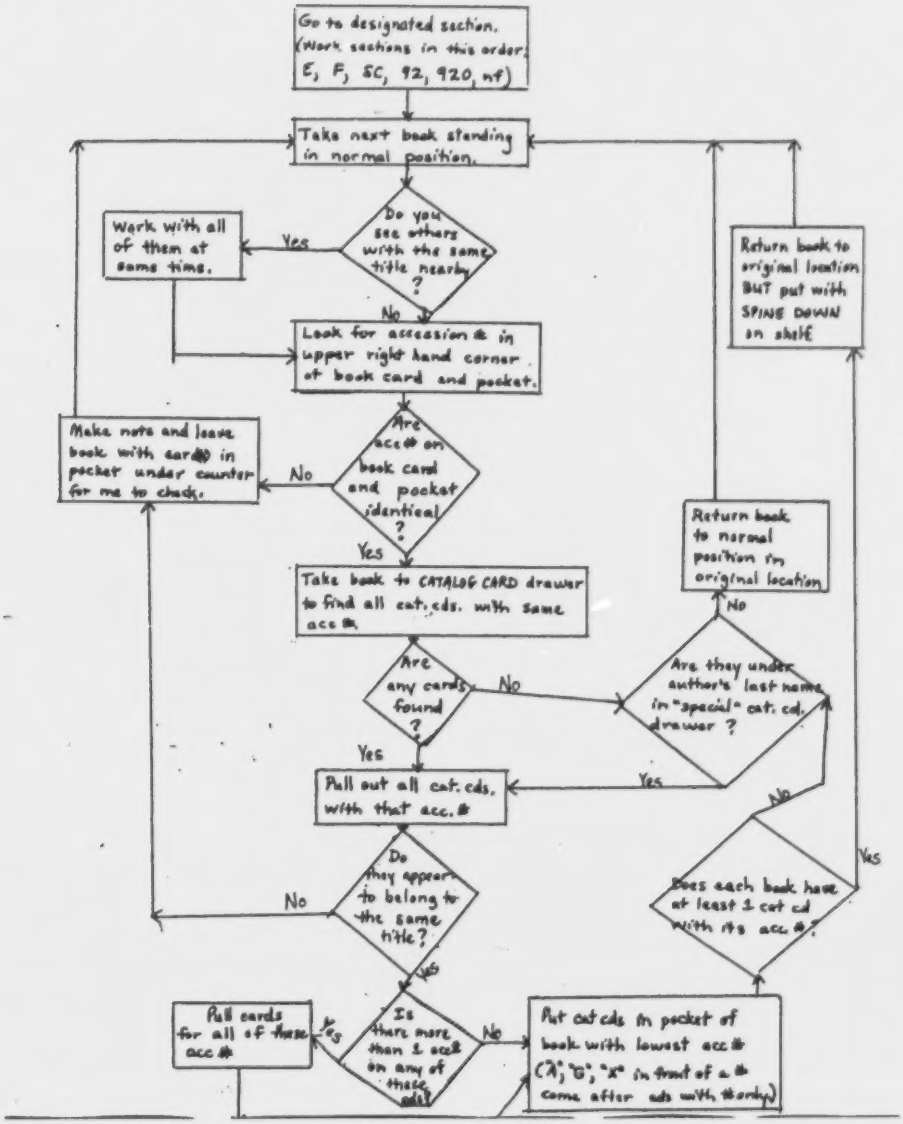
"STARTING" Flow Chart


Get key from rectory office.
Turn on lights, fans, AC as needed.
Sign time sheet
Check for notes
Go to appropriate task. (Follow flow chart as needed.)

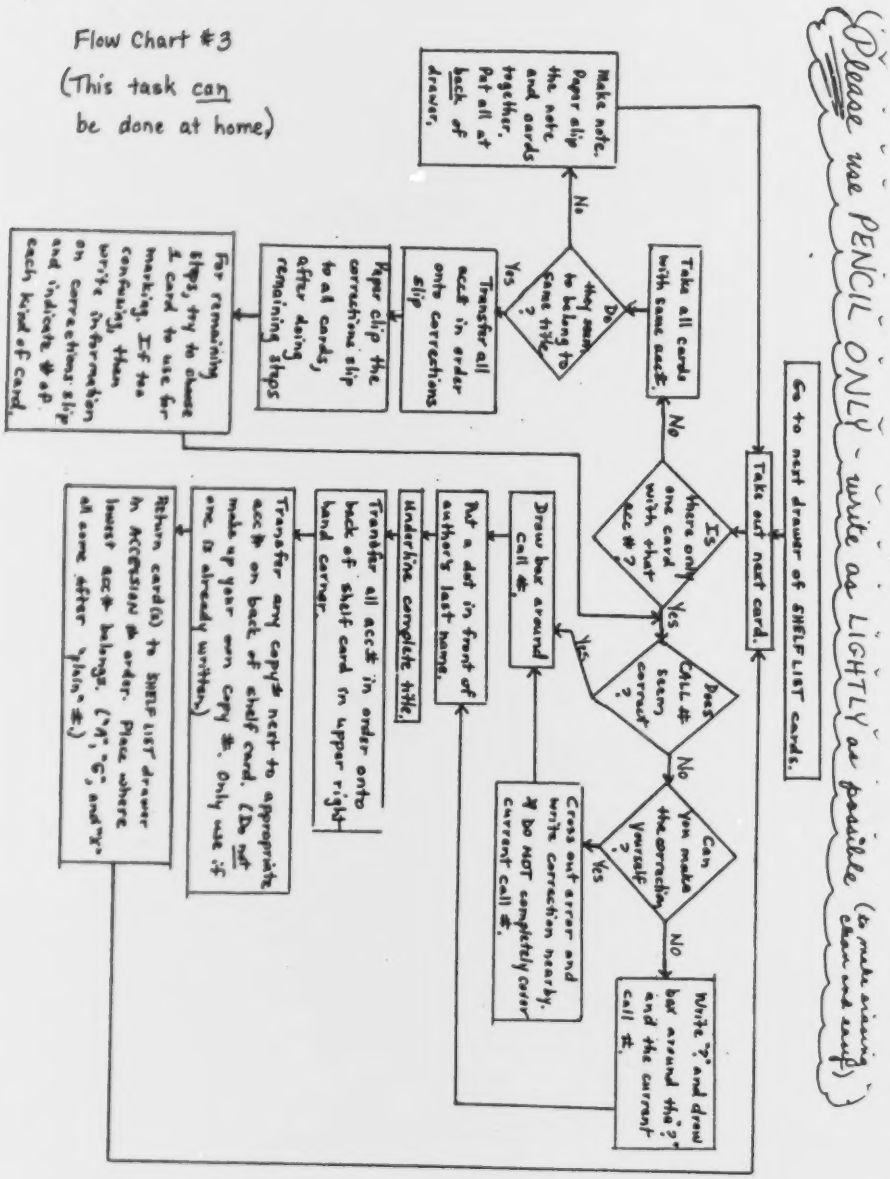
BEST COPY AVAILABLE

Appendix C (continued)

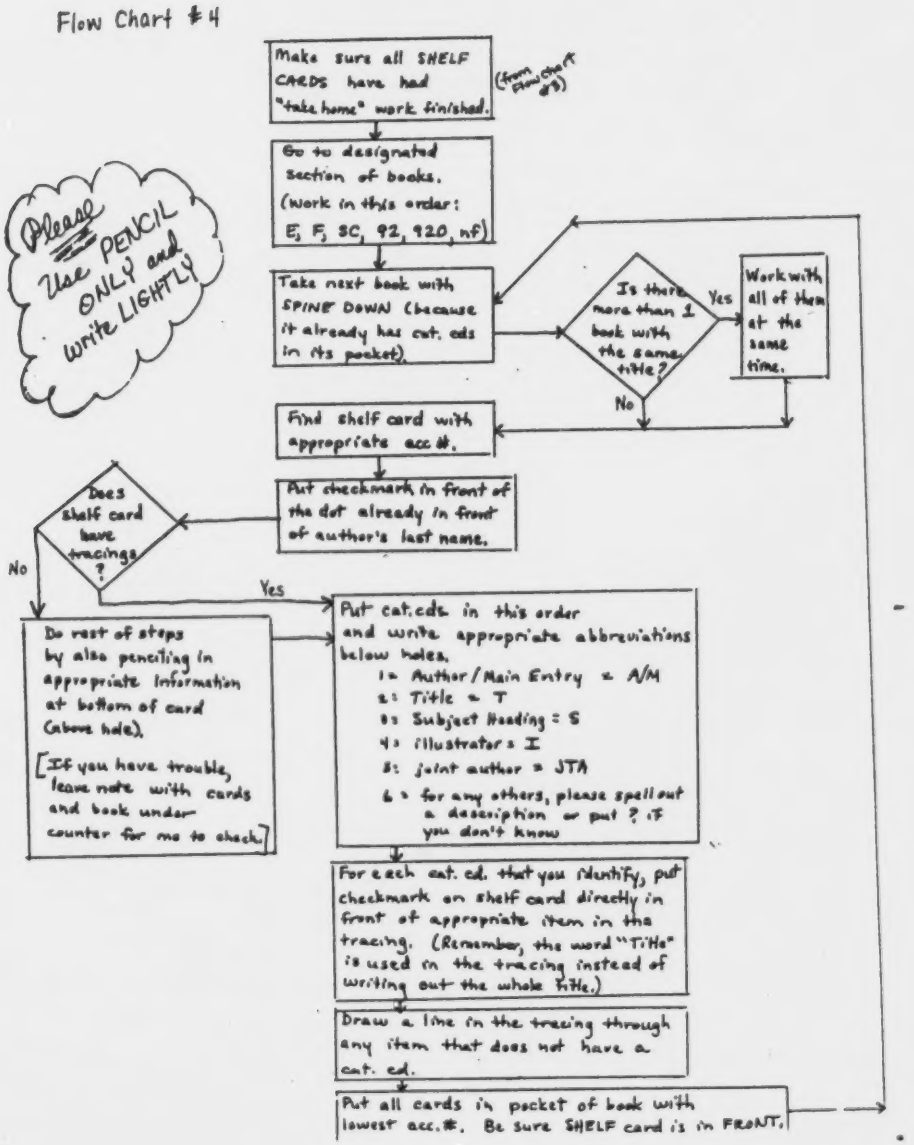
Flow Chart #2


Go to designated section. (Work sections in this order: E, F, SC, 92, 920, nf)
Take next book standing in normal position.
Do you see others with the same title nearby ?
Yes
Work with all of them at same time.
No
Look for accession # in upper right hand corner of book card and pocket.
Are acc# on book card and pocket identical ?
No
Make note and leave book with card in pocket under counter for me to check.
Yes
Take book to CATALOG CARD drawer to find all cat. cds. with same acc #.
Are any cards found ?
No
Are they under author's last name in "special" cat. cd. drawer ?
No
Return book to normal position in original location
Yes
Pull out all cat. cds. with that acc. #
Do they appear to belong to the same title?
No
Yes
Pull cards for all of these acc #
Is there more than 1 acc# on any of these cds?
Yes
No
Put cat cds in pocket of book with lowest acc # ("A", "B", "X" in front of a # come after cds with # only)
Does each book have at least 1 cat cd with its acc. # ?
No
Yes
Return book to original location BUT put with SPINE DOWN on shelf

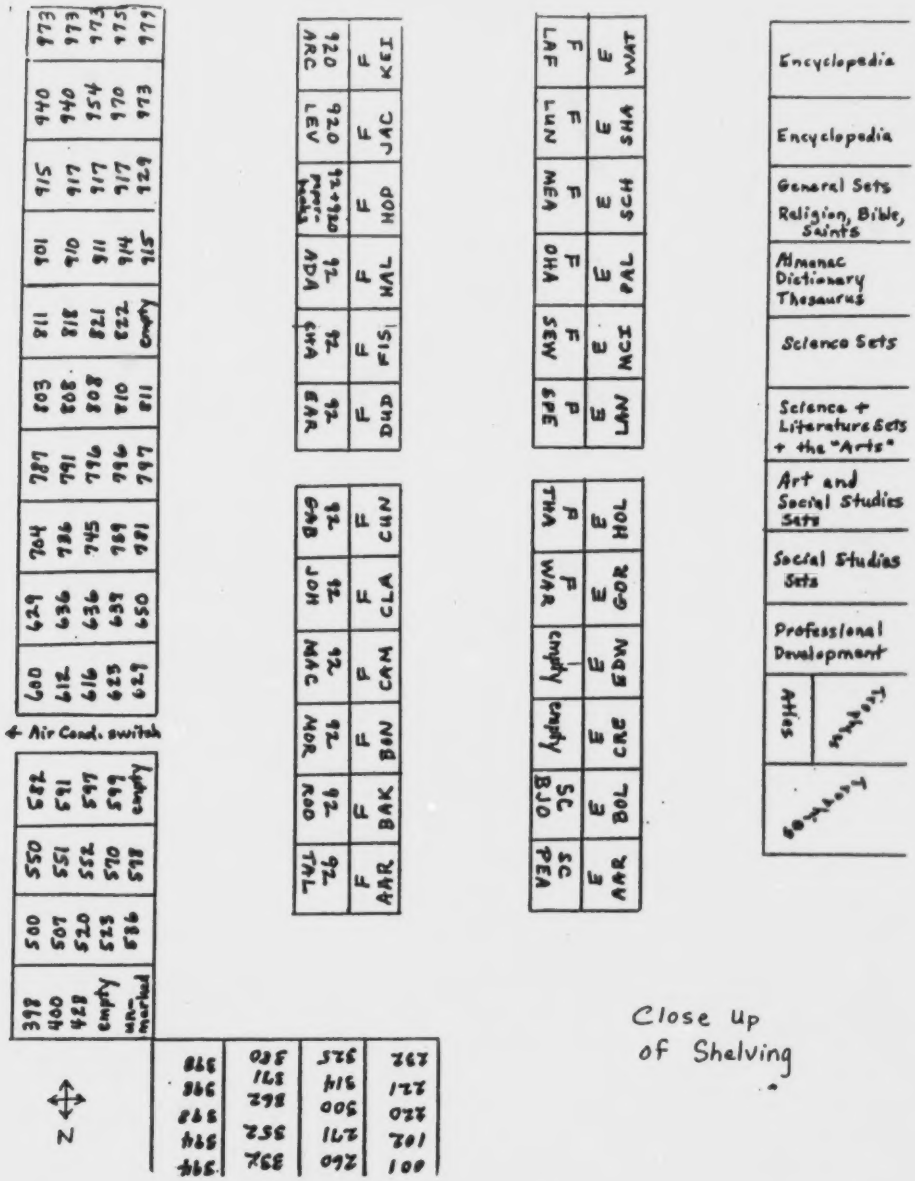
Appendix C (continued)


Please use PENCIL ONLY - write as LIGHTLY as possible (to make erasing clean and easy!)
Flow Chart #3
(This task can be done at home)
Go to next drawer of SHELF LIST cards.
Take out next card.
Does CALL # seem correct?
Yes
No
Can you make the correction yourself?
Yes
Cross out error and write correction nearby. DO NOT completely cover current call #.
No
Write "?" and draw box around this & the current call #.
Draw box around call #.
Put a dot in front of author's last name.
Underline complete title.
Transfer all acc# in order onto back of shelf card in upper right hand corner.
Transfer any copy# next to appropriate acc# on back of shelf card. (Do not make "# your own copy #. Only use if one is already written.)
Return card(s) to SHELF LIST drawer in ACCESSION # order. Place where latest acc# belongs. ("1", "6", and "x" at some after "plain" #.)
Is there only one card with that acc #?
Yes
No
Take all cards with same acc#.
Do they seem to belong to same title?
Yes
No
Transfer all acc# in order onto corrections slip
Paper clip the corrections slip to all cards, after doing remaining steps
For remaining steps, try to choose a card to use for marking. If too confusing, then write information on corrections slip and indicate # of each kind of card.
Make note. Paper clip the note and cards together. Put all at back of drawer.

Appendix C (continued)


Flow Chart #4
Make sure all SHELF CARDS have had "take home" work finished. (from flow chart #3)
Go to designated section of books. (work in this order: E, F, SC, 92, 920, nf)
Please Use PENCIL ONLY and write LIGHTLY
Take next book with SPINE DOWN (because it already has cat. eds in its pocket).
Is there more than 1 book with the same title?
Yes
Work with all of them at the same time.
No
Find shelf card with appropriate acc #.
Put checkmark in front of the dot already in front of author's last name.
Does shelf card have tracings?
No
Yes
Do rest of steps by also penciling in appropriate information at bottom of card (above hole).
[If you have trouble, leave note with cards and book under counter for me to check.]
Put cat. eds in this order and write appropriate abbreviations below holes.
1= Author/Main Entry = A/M
2= Title = T
3= Subject Heading = S
4= illustrator = I
5= joint author = JTA
6= for any others, please spell out a description or put ? if you don't know
For each cat. ed. that you identify, put checkmark on shelf card directly in front of appropriate item in the tracing. (Remember, the word "Title" is used in the tracing instead of writing out the whole title.)
Draw a line in the tracing through any item that does not have a cat. ed.
Put all cards in pocket of book with lowest acc.#. Be sure SHELF card is in FRONT.

Appendix C (continued)



Appendix D

Summary of Recruitment Efforts

Appendix D

Summary of Recruitment Efforts

Volunteer Number	Previously Worked with Current Media Specialist	Responded to June 1991 Schoolwide Request	Worked in Summer 1991	Responded to 1991 Parental Participation Program	Responded to September 13 Schoolwide Request	Responded to November 20 Invitation to Join Training*	Date Lesson 1 Pretest Sent
Category I (Target Group I) = Volunteers who were reported as Target Group I because they met expectations for either core or auxiliary status during Phase I.							
1c	Y	Y	Y	Y	-	•	12/13, 1/30
2	Y	Y	-	Y	Y	•	12/13
3	Y	-	Y	Y	-	•	12/13, 1/30
4	Y	-	-	Y	-	•	12/13
5	Y	-	-	Y	-	•	11/20
6	-	•	•	Y	-	•	11/20
Category II (Target Group II) = Volunteers who were reported as Target Group II because they completed at least one pair of tests during Phase II.							
7	-	-	-	-	Y	Y	12/6
8	Y	Y	Y	Y	-	Y	2/27
9	-	-	-	-	Y	Y	12/4
10	-	-	-	-	Y	Y	12/4
11	Y	Y	Y	-	Y	Y	1/7
12	-	Y	-	-	Y	Y	1/7
13	-	-	-	-	Y	Y	1/7
14	-	Y	-	-	Y	Y	12/4
15	Y	Y	Y	-	Y	Y	11/20

*= invitation sent to anyone with an affirmative response to requests in June or September 1991, Y = yes, - = no, • =not applicable
c = coordinator of media center volunteers

Appendix D (continued)

Volunteer Number	Previously Worked with Current Media Specialist	Responded to June 1991 Schoolwide Request	Worked in Summer 1991	Responded to 1991 Parental Participation Program	Responded to September 13 Schoolwide Request	Responded to November 20 Invitation to Join Training	Date Lesson 1 Pretest Sent
Category III = Volunteers who did not become Target Group I but did meet expectations for drop-in status during Phase I.							
16	-	Y	-	-	-	-	•
17	-	-	-	-	-	•	•
18	Y	Y	-	Y	-	-	•
19	-	-	•	-	-	•	•
20	Y	Y	Y	-	-	-	•
21	-	Y	-	Y	-	-	•
22	-	-	-	Y	-	•	•
23	•	•	•	-	-	-	•
24*	•	•	•	•	•	•	•
25*	•	•	•	•	•	•	•
26	-	-	-	-	-	•	•
27	-	-	-	-	-	•	•

Y = yes, - = no, • = not applicable, * = Volunteer from the community, therefore, did not receive the various recruitment requests

Volunteer Number	Previously Worked with Current Media Specialist	Responded to June 1991 Schoolwide Request	Worked in Summer 1991	Responded to 1991 Parental Participation Program	Responded to September 13 Schoolwide Request	Responded to November 20 Invitation to Join Training	Date Lesson 1 Pretest Sent
Category IV = Volunteers who agreed to attempt the training program but they did not complete at least one pair of tests to become members of Target Group II during Phase II.							
28	Y	Y	Y1	Y	-	Y	1/7
29	•	•	•	-	Y	Y	2/27
30	•	•	•	•	•	•	3/17
31	-	-	-	-	Y	Y	2/27
32	•	•	•	-	Y	Y	12/4
33	-	-	-	-	Y	Y	1/7
34	-	-	-	-	Y	Y	1/7, 1/30
35	Y	-	-	Y	-	•	12/13
36	Y	-	-	Y	-	•	12/13
37	-	-	-	-	Y	Y	12/4
38	-	-	-	-	Y	Y	12/13
39	-	Y	Y	-	Y	Y	12/4
40	-	Y	Y	-	-	Y	12/4
41	-	-	-	-	Y	Y	12/4
42	-	Y	Y1	-	-	Y	12/4, 1/7

Y=yes, - = no, • = not applicable, 1 = attended for training only

Volunteer Number	Previously Worked with Current Media Specialist	Responded to June 1991 Schoolwide Request	Worked in Summer 1991	Responded to 1991 Parental Participation Program	Responded to September 13 Schoolwide Request	Responded to November 20 Invitation to Join Training	Date Lesson 1 Pretest Sent
Category V = Volunteers who were invited specifically but did not participate in the training program.							
Set A = Those invited because they expressed interest in June 1991.							
43	-	Y	Y1	-	Y	Y2	•
44	-	Y	Y	-	Y	-	•
45	-	Y	Y1	-	Y	-	•
46	-	Y	Y1	-	Y	-	•
47	-	Y	Y	-	Y	-	•
48	-	Y	Y1	-	Y	-	•
49	-	Y	Y1	Y	Y	-	•
50	-	Y	Y1	-	Y	-	•
51	-	Y	Y	-	Y	-	•
52	-	Y	Y1	-	-	Y2	•
53	-	Y	Y	-	-	Y2	•
54	-	Y	Y	-	-	Y2	•
55	-	Y	Y1	-	-	-	•
56	-	Y	Y1	Y	-	-	•
57	-	Y	Y	-	-	-	•
58	-	Y	Y1	-	-	-	•
59	-	Y	Y1	-	-	-	•
60	-	Y	Y1	-	-	-	•
61	-	Y	Y1	-	-	-	•
62	Y	Y	Y1	-	-	-	•
63	-	Y	Y1	-	-	-	•
64	-	Y	Y1	-	-	-	•
65	-	Y	Y	-	-	-	•
66	-	Y	Y1	-	-	-	•
67	-	Y	-	-	Y	Y2	•

Y = yes, - = no, • = not applicable, 1 = attended for training only, 2 = response indicated that the volunteer would not be able to participate

123

Appendix D (continued)

Volunteer Number	Previously Worked with Current Media Specialist	Responded to June 1991 Schoolwide Request	Worked in Summer 1991	Responded to 1991 Parental Participation Program	Responded to September 13 Schoolwide Request	Responded to November 20 Invitation to Join Training	Date Lesson 1 Pretest Sent
(Category V, Set A, continued)							
68	-	Y	-	-	Y	-	•
69	-	Y	-	-	Y	-	•
70	-	Y	-	-	-	Y2	•
71	-	Y	-	-	-	Y2	•
72	-	Y	-	-	-	Y2	•
73	-	Y	-	-	-	Y2	•
74	-	Y	-	-	-	-	•
75	-	Y	-	-	-	-	•
76	-	Y	Y1	-	-	-	•
77	-	Y	-	-	-	-	•
78	-	Y	-	-	-	-	•
79	-	Y	-	-	-	-	•
80	-	Y	-	-	-	-	•
81	-	Y	-	-	-	-	•
82	-	Y	-	-	-	-	•
Category V, Set B = Those invited because they expressed interest in September 1991.							
83	•	•	•	-	Y	Y2	•
84	•	•	•	-	Y	-	•
85	•	•	•	-	Y	-	•
86	•	•	•	-	Y	-	•
87	•	•	•	-	Y	-	•

Y = yes, - = no, • = not applicable, 1 = attended for training only, 2 = response indicated that the volunteer would not be able to participate

Appendix D (continued)

Volunteer Number	Previously Worked with Current Media Specialist	Responded to June 1991 Schoolwide Request	Worked in Summer 1991	Responded to 1991 Parental Participation Program	Responded to September 13 Schoolwide Request	Responded to November 20 Invitation to Join Training	Date Lesson 1 Pretest Sent
(Category V, Set B, continued)							
88	•	•	•	-	Y	-	•
89	•	•	•	-	Y	-	•
90	•	•	•	-	Y	-	•
91	•	•	•	-	Y	-	•
92	•	•	•	-	Y	-	•
93	•	•	•	-	Y	-	•
94	-	-	•	-	Y	-	•
95	-	-	•	-	Y	-	•
96	-	-	•	-	Y	-	•
97	-	-	•	Y	Y	-	•
98	-	-	•	-	Y	-	•
99	-	-	•	-	Y	-	•
100	-	-	•	-	Y	-	•
101	Y	-	•	Y	Y	-	•
102	-	-	•	-	Y	-	•
103	-	-	•	-	Y	-	•
104	-	-	•	-	Y	Y2	•
105	-	-	•	-	Y	-	•
Miscellaneous = This summer volunteer was a teacher at the school and was not specifically asked to help during the school year.							
106	-	Y	Y	-	-	•	•

Y = yes, - = no, • = not applicable, 1 = attended for training only, 2 = response indicated that the volunteer would not be able to participate

Appendix E

Reasons Why People Become Volunteers

Appendix E

Reasons Why People Become Volunteers

1. to contribute to own child's school
2. a love of children
3. a love of books
4. to fulfill a community need
5. to provide a service
6. to feel useful and needed
7. out of boredom or loneliness
8. to belong to a group
9. a need to feel connected
10. to get out of the house
11. to make social contacts
12. to join in a worthwhile activity
13. a desire for recognition
14. to acquire new skills
15. to renew old skills
16. too much free time
17. to explore a new career
18. to get a foot in the door
19. to return to teaching
20. to check child's progress
21. to observe the school's program

McHenry, Cheryl A. "Library Volunteers: Recruiting, Motivating, Keeping Them." School Library Journal, May 1988, p.44.

Appendix F

Calendar for Implementation Period

Appendix F

Calendar for Implementation Period
August 20, 1991 - April 1, 1992

/ = school not in session for students
\ = not counted as implementation period because of absence of media specialist
( ) = proposed implementation period= September 3 - December 13
[ ] = Phase I= August 20 - December 13
{ } = Phase II = November 20 - April 1

August 1991

S	M	T	W	T	F	S
18	19	[20	21	22	23	24
25	26	27	28	29	30	31

September 1991

S	M	T	W	T	F	S
1	2	(3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 1991

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 1991

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	{20	21	22	23
24	25	26	27	28	29	30

December 1991

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13)]	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 1992

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 1992

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 1992

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 1992

S	M	T	W	T	F	S
			1}	2	3	4

Appendix G

Proposed Expectations for Volunteers

Appendix G

Proposed Expectations for Media Center Volunteers

A **Core** Volunteer :

1. works a minimum average of two hours per week;
2. schedules most sessions in advance;
3. has a maximum of one absence within any four consecutive weeks (except for serious circumstances);
4. arranges for a substitute if cannot attend a scheduled session;
5. notifies media specialist by calling the school office if cannot arrange a substitute or will be late;
6. completes designated training units;
7. performs regularly assigned duties; and
8. provides feedback that the volunteer believes might improve any aspect of the media center.

Appendix G (continued)

An **Auxiliary** Volunteer :

1. works one hour or more in the span of one semester (The hour does not need to be all at once);
2. may or may not be able to schedule work sessions in advance (Drop-ins often arrive at just the right moment);
3. may use some or all of designated training units;
4. may be one or more of these examples:
   a. someone who assists with special needs such as the book fair or work taken home;
   b. a clinic, cafeteria, or classroom volunteer with a few minutes to spare;
   c. a parent waiting for an assembly, a child, dismissal, a Mass, or a meeting;
   d. a student during school hours with teacher permission;
   e. a student before or after school hours with parent permission;
   f. a community member with or without a personal connection to the school.

Appendix G (continued)

Each volunteer :

1. learns and improves valuable skills;
2. contributes to the educational and personal growth of students and adults;
3. is treated with courtesy, respect, and friendliness;
4. is recognized for participation;
5. cooperates with school policies and procedures;
6. respects the privacy and individuality of each adult and student;
7. signs time sheet accurately;
8. performs requested tasks by carefully following directions;
9. initiates only those tasks that the volunteer has been adequately trained to perform;
10. asks questions whenever necessary to prevent confusion.

Appendix H

Revised Expectations for Volunteers

Appendix H

Revised Expectations for Volunteers

A Core volunteer:

1. works an average of two hours or more per week;
2. misses no more than one week a month, except for serious circumstances;
3. schedules most sessions in advance;
4. arranges for a substitute if cannot attend a scheduled session;
5. calls school office if cannot arrange a substitute or will be late;
6. completes designated training units;
7. performs regularly assigned duties;
8. provides feedback that the volunteer believes might improve any aspect of the media center.

An Auxiliary volunteer:

1. works two hours or more per month;
2. may or may not be able to schedule work sessions in advance;
3. may frequently do take-home work;
4. may use some or all of designated training units.

A Drop-In Volunteer:

1. works one hour or more per semester;
2. may work mainly at special times like the book fair or with occasional take-home work;
3. may be one or more of these examples:
   a. a clinic, cafeteria, or classroom volunteer with a few minutes to spare;
   b. a parent waiting for an assembly, a child, dismissal, a Mass, or a meeting;
   c. a student during school hours with teacher permission;
   d. a student before or after school hours with parent permission;
   e. a community member with or without a personal connection to the school.

Appendix H (continued)

Each volunteer:

1. learns and improves valuable skills;

2. contributes to the educational and personal growth of students and adults;

3. is treated with courtesy, respect, and friendliness;

4. is recognized for participation;

5. cooperates with school policies and procedures;

6. respects the privacy and individuality of each adult and student;

7. signs time sheet accurately;

8. performs requested tasks by carefully following directions;

9. initiates only those tasks that the volunteer has been adequately trained to perform;

10. asks questions whenever necessary to prevent confusion.

Appendix I

Expectations Met for Inclusion in Target Group I

Appendix I

Expectations Met for Inclusion in Target Group I

Core Expectation Number	Volunteer Number					
	1	2	3	4	5	6
1	C	C	C	C	A	C
2	C	C	C	C	C	C
3	C	C	A	C	A	C
4*	-	-	-	-	-	-
5	C	C	A	C	A	C
6	•	A	•	A	C	A
7	C	C	A	C	A	C
8	C	C	C	C	C	C
Composite	C	C	A	C	A	C

* = This expectation proved unrealistic due to the small number of volunteers available to call upon one another for substituting.

C = core status achieved A = auxiliary status achieved
• = not applicable

Appendix J

Training Units Completed for Inclusion in Target Group II

Appendix J

All of Phase II
November 20, 1991 through April 1, 1992
Units Completed for Inclusion in Target Group II

Component in Training Program															
Vid 5					I	I	I		I						
Post 4					I*	I*									
Vid 4					I	I	I		I						
Pre 4		I			I*	I*	I		I		I				
Post 3					I*	I*	I*		I*		I*				
Act 3		I			I	I	I		I		I				
Vid 3		I			I	I	I		I		I				
Pre 3		I			I*	I*	I*		I*		I*				
Post 2				I*		I*			I*						
Act 2		I		I	I	I	I		I		I				
Vid 2		I		I	I	I	I		I		I				
Pre 2		I		I*	I	I*	I		I*	I	I	I	I		I
Post 1		I*		I*	I*	I*	I*	I*	I*	I*	I*	I*	I*	I*	I*
Vid 1		I		I	I	I	I	I	I	I	I	I	I	I	I
Pre 1	I	I*		I*	I*	I*	I*	I*	I*	I*	I*	I*	I*	I*	I*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Target Group I Volunteers										Target Group II				

☐ = component completed during school year

▭ = component sent to volunteer but never returned to media specialist

I = component completed during implementation period

* = part of a completed pretest and posttest pair

Appendix K

Sample Page of Daily Time Sheet

Appendix K

Sample Page of Daily Time Sheet

Volunteers

August 1991

Day + Date	Name (Volunteers' Names Deleted)	Times In + Out
W 8/20/91	–	8:00 - 11:30
W 8/20	← Volunteer One	8:00 - 11:30
R 8/21/91	–	8:30 - 10:00
~~F 8/22~~	–	
~~M 8/26/91~~	← Volunteer Three	~~7:45 - 11:30~~
M 8-26-91	← Volunteer Four	11:30 - 2:20
M 8/26	–	840 - 900
~~T 8/27~~	–	11:30 AM 1:37 PM
~~T 8/27~~	← Volunteer Four	11:30 - 2:00
W 8/28	← Volunteer One	7:50 - 11:00 a.m
W 8-28	↖↙ Volunteer Four	11:30 - 2:00 p.m
T 8-29		11:30 - 2:00 " "
F 8-30	–	9:00 - 11:3
F 8-30	↖ Volunteer Four	11:30 - 2:00 p.m.
September T 9-3	↙	11:30 - 2:00 pm
W-9-4	← Volunteer Six	9:15 - 1:00 PM
W-9-4	↖↙ Volunteer Four	11:30 - 2:20 pm
T-~~10~~ 9-5		11:30 - 2:00 p.m
"	← Volunteer Five	2:10 - 3:25 pm
~~F~~ 9-6	–	8:00 - 11:30 A.M
F 9-6	← Volunteer Four	11:30 - 2:00 pm
F 9/6	–	9:30 - 11:30
W 9/4	← Volunteer One	7:45 - 11:00
M 9-9	–	8:30 - 11:30 A.M
~~T 9/10~~ T 9/10	← Volunteer Three	~~11:30 - 1:30~~
~~T 9-10-91~~	← Volunteer Four	11:30 - 3:00 pm
T 9/10	← Volunteer Five	2:10 - 4 pm

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Appendix L

Cover Letter and Questionnaire

Appendix L

Cover Letter and Questionnaire

Dear "Returning" Volunteers,

Over the summer I thought much about ways to improve the services of our library media center. I believe that more clearly organizing the volunteer program is one of the answers. You play such an important part in the operations and overall effectiveness of the LMC. I depend upon your support very much. Please don't take this in the wrong way: I certainly can't complain about the terrific help you and the other volunteers have been. I simply am always on the lookout for ways to make things even better.

Therefore, I am asking for your help in deciding how to carry out the changes that I have begun to plan. Please answer the following questions thoughtfully and <u>honestly</u> so that I can make decisions that will be satisfying to you and me. Together we can make our working arrangements as pleasant and productive as possible.

These are some starter questions. Please return the papers as soon as possible, but by Friday, Sept 6 at the latest. If you think of anything else to comment about later, feel free to send a note or tell me the next time you come. We will make adjustments throughout the year, so please don't hesitate to share your ideas. Thanks for coming back!

Appendix L (continued)

Name_____ Date_____

Part I: Write your answers on the back of this sheet.

1. When did you begin working in the library media center?

2. What were your reasons for starting?

3. What reasons keep you volunteering?

4. What do you like best about being a volunteer in the LMC?

5. What do you like least?

6. What changes do you think might make our work more efficient or more enjoyable
? (Give me any ideas at all, no matter how small or big.)

Circle your answer for each of these and write any helpful explanations.

7. Do you generally work better on your own OR with someone?

8. Do you generally work better with written OR spoken directions?

9. Do you generally feel that you are asked to do not enough OR too much compared to your abilities and time?

10. Do you generally prefer to be given step by step directions for a job OR to be given a basic idea of what is needed and then to figure out the details yourself?

11. Describe anything else that would help me plan for a happy experience for you as a volunteer. For example, any other interests, needs, strengths, weaknesses, likes, dislikes, habits, commitments, etc. that would influence your work. I'll try to accomodate your working style whenever possible by matching your needs with mine for the library media center.

Part II: Answer this section on the purple sheet.

1. List the jobs that you know are needed.

2. Put a + in front of the ones you prefer to do.
   Put a - in front of the ones you rather not do.

3. Put a after the ones you feel properly trained to do.
   Put a ? after any that you feel just need a little review.
   Put an x after the ones you feel you need more training to do.

Thanks for taking the time to answer everything! See you later!

Appendix M

Volunteers to Whom Questionnaire was Sent

Appendix M

Volunteers to Whom Questionnaire was Sent

Volunteer	Returned	Status
1	yes	I
2	yes	I
3	no	I
4	yes	I
5	yes	I
8	yes	II
18	yes	D
35	yes	H
36	yes	H
101	yes	N

I = Target Group I, II = Target Group II,
H = Home Volunteer, D= Drop-In,
N= Did not participate further

Appendix N

Journal Notes

Appendix N

Journal Notes

File: duty roster Page 2
Report: JOURNAL2

comme DATE	Task
1.13	arrange 7/8 gr bc sensa presentation
1.13	wash windows & put up Christ is born
1.13	organize "finds" from 2nd search; corection slips not done ?
1.13	cut lamination
1.14	15 minutes of filing - beg this goal for weekly catch up ;1/14 some done
1.14	ask prin for check for new GB students
1.14	find ybk deadline date
1.14	find bk fr dates
1.14	2nd search by acc # of bks in av rm
1.14	get [illegible]
1.14	search for other (than disney) donations' shelf cds &/or acc list
1.14	sort [illegible] donations
1.15	transfer old sheets to new for attendance; various doctor arangements]
1.15	find ans key for jan cal
1.16	plan feb dec.
1.16	set up vol tr materials
1.16	returns of new bks ; keep w reserves
1.17	workshops at
1.21	retape mag labels
1.23	GB workshop, brakes, oil, etc .... hassles
1.27	conflict over tv in conf rm for csw video vs columbus video
1.30	attempt to begin using listening ctr w/ classes
8.20	looked for log book
8.21	announced to students via principal and explained to faculty "LMS"
8.21	bought planning cal. specifically for use as log bk to be supple-
8.21	put up big bb
8.23	put up border for vol bb (in av room, not ofc)
8.26	move F/E donations to below counter
8.26	move cleaning supplies to beneath phone
8.26	finished rearranging ofc & av room
8.27	put acc # on BT
8.27	match cards and books for nf inventory
8.27	ran around checking tv/vcr equipt
8.27	check BT "late" shipment of pockets (all doubles!)
8.27	type vol survey
8.27	refile eqpt cards by category and #
8.28	meet re calling of vol
8.28	gave her vol & summer tray lists
8.28	give vol & summer tray lists to
8.29	typed & addressed vol surveys
8.30	sent home summer tally cards
8.30	sent summer tally cards to
8.30	sent surveys to voln via commun. fldr
9.03	catalogs
9.03	106 names on list
9.03	by this date had sent some notes 9 vol sched
9.03	beg journal; read vol scheduling notes from bd
9.03	read some of vol surveys
9.03	update detailed journal w times & tasks

Appendix N (continued)

File: duty roster Page 3
Report: JOURNAL2

comme DATE	Task
9.03	left 4:20
9.03	prepare work for service hrs students
9.03	spoke w/ @ music media bc no music tchr hired yet
9.03	spoke w comp tchr
9.03	prepare for 4th gr class; followup seating & grade list
9.03	note to @ tape recorder
9.03	spoke w @ bb & class
9.03	prepare follow up 3 rd gr
9.03	called Follett
9.03	spoke w @ mom vol
9.03	clean bottom shelves of E; rearrange from 2 to 3 shelves; combine cat cds
9.03	more moving of shelves
9.03	adjusted E bks from 2 to 3 shelves per section
9.04	shift biographies to loosen shelves
9.04	put strings on pens in sign out book
9.04	type newsletr; make student serv cards
9.04	vol card work ???
9.04	sort q @ home trays
9.04	leave 4:20
9.04	verify procedure??? w vol
9.04	gr4/5 seating charts; prepare 7/8th gr; summarize 4thgr
9.04	went to AAA re FAME convention
9.04	find tttembo
9.04	cord for pen
9.04	# fac date slip
9.04	st vol cards
9.04	kdg stories
9.04	pack Follett returns
9.04	type newsltr
9.04	shelve pastchwk cat & Swimmy
9.05	take home tray explanation
9.05	see prin re FAME
9.05	called re FAME
9.05	fellow tchr & prin discuss fame
9.05	4:20 ? left; BBS for vol thank yous til 5:30
9.05	shop for thank yous for summer vol
9.05	vol recog (check names) for cf; revise on comp
9.06	kdg & art rm for marker sticks
9.06	explained inventory
9.06	5th gr class list
9.06	prepare clas & discipline students
9.06	left msg for nteger re FAME
9.06	work with for pics for dev ofc
9.06	publish thank you ltr to sum vol in com fldr
9.06	tough day!!!
9.06	water plant
9.09	prepare #2 uppdate for cf
9.09	name stickers
9.09	spoke w/ prin @ Grt Bks beg our program & Jan wkshp hosting
9.09	check thesaurus for aux & core in preparation of survey (?)

Appendix N (continued)

File: duty roster Page -
Report: JOURNAL2
comme Task
DATE ----------

9.09 comp (computer or complete?) fri newsltr
9.09 meet w/. comp tchr
9.09 sort mail, ans fac memo, sort from &
9.09 sort mail, update journal, cut & count sticks and replace broken ones
9.09 discuss w @ mag subs
9.09 prepare class & name labels for marker sticks
9.09 make 30 more marker sticks, need for gr 3 & 4
9.09 have gradebk ready for birthdates but separate sheets too
9.093 start set up of vol sched
9.10 spoke w/ . @ GB; need to reach other 2/3rd gr tchrs
9.10 shelve bks from msg trays
9.10 type 103
9.10 speak w/ prin GB
9.10 prepare classe, turn trays, chalkbd months (?), call
9.11 work area ???
9.11 mark rdg levels on shelf cards & verso of BT
9.11 return cut out laminated brushes for big bb
9.11 prepare interview notes for mtg w/ next day
9.11 share ya bk and fame mag w/ &
9.11 call & video; revise newsltr & submit to
9.11 finally rcvd ? tray; re accred visit & ladder; check labels
9.11
9.11 newsltr to after showing cz
9.12 follow up vol & describe 7/8th gr progress on shelves
9.12 interview, schedule, duty roster set for her
9.12 interview w/ and set her schedule & duty roster
9.12 revise vol expectations lists on comp & print
9.12 sort 90-91 ECIA orders at home, esp BT
9.13 met w/ ybk comm
9.13 talk w/ @ painting; sort msgs for box (?)
9.13 both cancelled by phone for today
9.13 call to cancel
9.13 fac mtg spoke @ variety of things: mag, ecia, posters
9.13 contacted me re fame
9.13 spoke w/ prin about kids at dismissal
9.14 called re fame
9.16 BT bk rdg levels
9.16 call rectory to reserve conf rm
9.16 reserve conf rm
9.16 spoke w/ . @ GBO
9.16 prepare "stamping" instructions for for other BT bks
9.16 prepare the cut & paste (Hillert lists?) for
9.16 spoke w/ re ecia mtg
9.16 spoke w/ . re $1000 of ecia
9.16 "lib" day
9.17 sort easy books
9.17 type GB ltr on comp (invitation)
9.17 meet at MDCC to see cc trays & cabinets
9.18 revise mag system w
9.18 mdcc

Appendix N (continued)

File: duty roster Page 5
Report: JOURNAL2

DATE	comm	Task
9.18		notify vol I'll be gone to fame... 9/18
9.18		continue ebsco renewal notes
9.18		mag list for tchr input; survey of tchr pref for system of mag c/o
9.18		beg reg for fame
9.18		search for read alouds from last yrs indes cards
9.18		type GB invite for cf I gave to prin
9.18		gave prin GB invit for Fri (what?)
9.18		call hotel for fame
9.18		thank you for this cf "W info to come"
9.19		AAA for fame
9.20		fac mtg w/ head of acc team
9.20		sample of changes to accomodate for fame: took as
9.23		was set to meet w/ lib from another school but her prin cancelled til
9.25		sent note to re 9900-86299 cards
9.25		sent her note re 9900-86299 cards
9.25		FAME Conference
9.30		type ltr to compland &
9.30		sort Oct cal, check shelves, plan, sort mail
9.30		open
9.30		sent home 2nd batch GB registrations
9.30		sent 2nd batch GB reglsd to
10.01		beg checking Hillert bks
10.01		called BT 1st x this yr re last yr's Hillert mess ups
10.01		clarified harddrive order w/
10.02		worked on Oct cal changes (huh?)
10.02		called Follett re support agreement changing June to Sept expiration
10.02		spoke w/ 9 Hillerts
10.02		mailed order for harddrive
10.03		put McDonald Lib Card Challenge materials in tchrs mailboxes
10.04		amount of shelves put in order so far
10.04		Circ Plus 2nd order arrived after school
10.04		sent tentative plans to tchrs & ldrs re GB
10.04		had tchrs distribute McD Lib Cd Challenge letters
10.04		finished acc # search for last book
10.04		made last search by acc # for books begun in summer
10.07		handbk comm mtg 3:15 (2nd)
10.08		car flooded !!!
10.08		sample of daily hassles: follow through on 5th gr detentions and 6th gr
10.09		ecia mtg w//
10.10		ongoing talks w/ re conf rm & violin
10.11		probably the day I gave proposal to prin & explained that she would have
10.11		called to cancel
10.11		spoke w/ prin 9 GB - need to split into 2 grps each of 3rd grades
10.14		consider as registrar for GB wkshp
10.14		contact at MSElem re GB for observation
10.14		prepare directions for take home work
10.14		Accreditation Visit
10.17		called to cancelled
10.21		frequent attempts to accomodate . when schedule disrupted
10.21		gather materials for videotaping

Appendix O

Attendance by Drop-in Volunteers During Phase I

Appendix O

Attendance by Drop-In Volunteers During Phase I

Week Number	Beginning Date	Volunteer Number 16	17	18	19	20	21	22	23	24	15*	25	26	27
1	8/19	A	-	-	-	-	-	-	-	-	-	-	-	-
2	8/26	-	A	A_1	-	-	-	-	-	-	-	-	-	-
3	9/2	-	-	-	A	-	-	-	-	-	-	-	-	-
4	9/9	-	-	-	A	A	-	-	-	-	-	-	-	-
5	9/16	-	-	-	-	-	A	A_2	-	-	-	-	-	-
6	9/23	-	-	-	-	-	-	-	A	-	-	-	-	-
7	9/30	-	-	-	-	-	-	-	-	A	-	-	-	-
8	10/7	-	-	-	-	-	-	-	-	A_2	A	-	-	-
9	10/14	-	-	-	-	-	-	-	-	-	-	-	-	-
10	10/21	-	-	-	-	-	-	-	-	-	-	A	-	-
11	10/28	-	-	-	-	-	-	-	-	-	-	A	-	-
12	11/4	-	-	-	-	-	-	-	-	-	-	A	A	-
13	11/11	-	-	-	-	-	-	-	-	-	-	-	-	-
14	11/18	-	-	-	-	-	-	-	-	-	A	-	-	-
15	11/25	-	-	-	-	-	-	-	-	-	A	-	-	-
16	12/2	-	-	-	-	-	-	-	-	-	A	-	-	-
17	12/9	-	-	-	-	-	-	-	-	-	-	-	-	A_2

*Volunteer 15 was placed out of numerical sequence in order to show the chronological sequence of attendance. 1 = Volunteer had been very active in previous year. After Phase I this volunteer attended a few other times. 2 = New volunteer this year. Attended a few times after Phase I.

Appendix P

Typical Schedule Followed by Target Group I

Appendix P

Typical Schedule Followed by Target Group I

Monday	Tuesday	Wednesday	Thursday	Friday
Volunteer 2 8:00-11:00	*		Volunteer 1 8:00-11:00	Volunteer 2 8:00-11:00
Volunteer 6 10:00-12:00		Volunteer 6 10:00-12:00		
Volunteer 4 10:30-12:30	Volunteer 4 10:30-12:30	Volunteer 4 10:30-12:30		
		Volunteer 5 2:15-3:15		

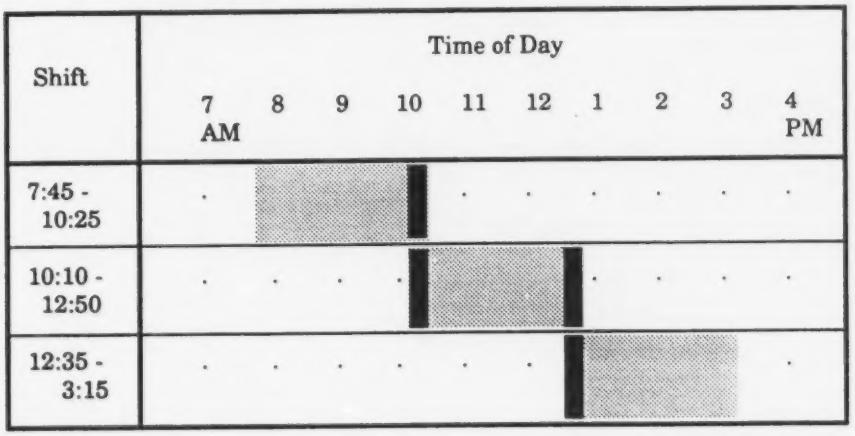
* = Volunteer 3 did not follow a readily predictable schedule.
However, the majority of visits occurred on Tuesday.

Appendix Q

Proposed Daily Time Shifts for Desired Full Coverage Schedule

Appendix Q

Proposed Daily Time Shifts for Desired Full Coverage Schedule



= time covered by at least one volunteer

= time covered by two or more volunteers on consecutive shifts

Totals	
First to Second Shift	= 15 minutes per day
Second to Third Shift	= 15 minutes per day
Daily	= 30 minutes
Weekly	= 2.5 hours

Appendix R

Characteristics of Volunteers Originally Included on Posted Duty Roster

Appendix R

Characteristics of Volunteers Who Were Originally Included on Posted Duty Roster

Volunteer Number	Used Daily Time Sheet	Interview Date	Previously Worked with Current Media Specialist	Predictable Schedule	Used Duty Roster	Used Advance Scheduling Calendar
1	yes	9/12	yes	highly	no	no
2	yes	10/7	yes	highly	no	no
3	yes	n/a	yes	rarely	no	no
4	yes	10/7	yes	semi	no	no
5	yes	n/a	yes	semi	no	no
6	yes	10/7	no	highly	yes	yes
24	yes	n/a	no	rarely	no	yes
25	yes	n/a	no	rarely	no	yes

Volunteers 1 - 6 composed Target Group I. Volunteers 24 - 25 were drop-in volunteers. After those two people stopped attending, their names were removed from the duty roster.

Appendix S

List of Responsibilities Delegated to Particular Volunteers

Appendix S

List of Responsibilities Delegated to Particular Volunteers

Volunteers' Names Deleted

Possible Job Responsibilities

1. daily circulation statistics
2. magazine arrivals
3. catalog arrivals
   a. labeling
   b. filing
4. house ~~cleaning~~ keep
   a. straightening
      1) magazines
      2) tables + chairs
   b. cleaning
      1) counters
      2) shelves
      3) canopies
      4) windows
      5) tops of bookcases
5. water plant
6. shelf reading
   ~~choose~~ choose specific sections]
   set up rotation
7. some may want specifics too for
   - repairs
   - date slips
   - type ~~over~~ replacement cards
8. bulletin boards/displays
9. student activities
   - read story
   - others
10. enter book orders on computer from catalogs, notes, etc. (typing)
11. preparing actual orders for ECIA
12. Collec. Ed verify holdings

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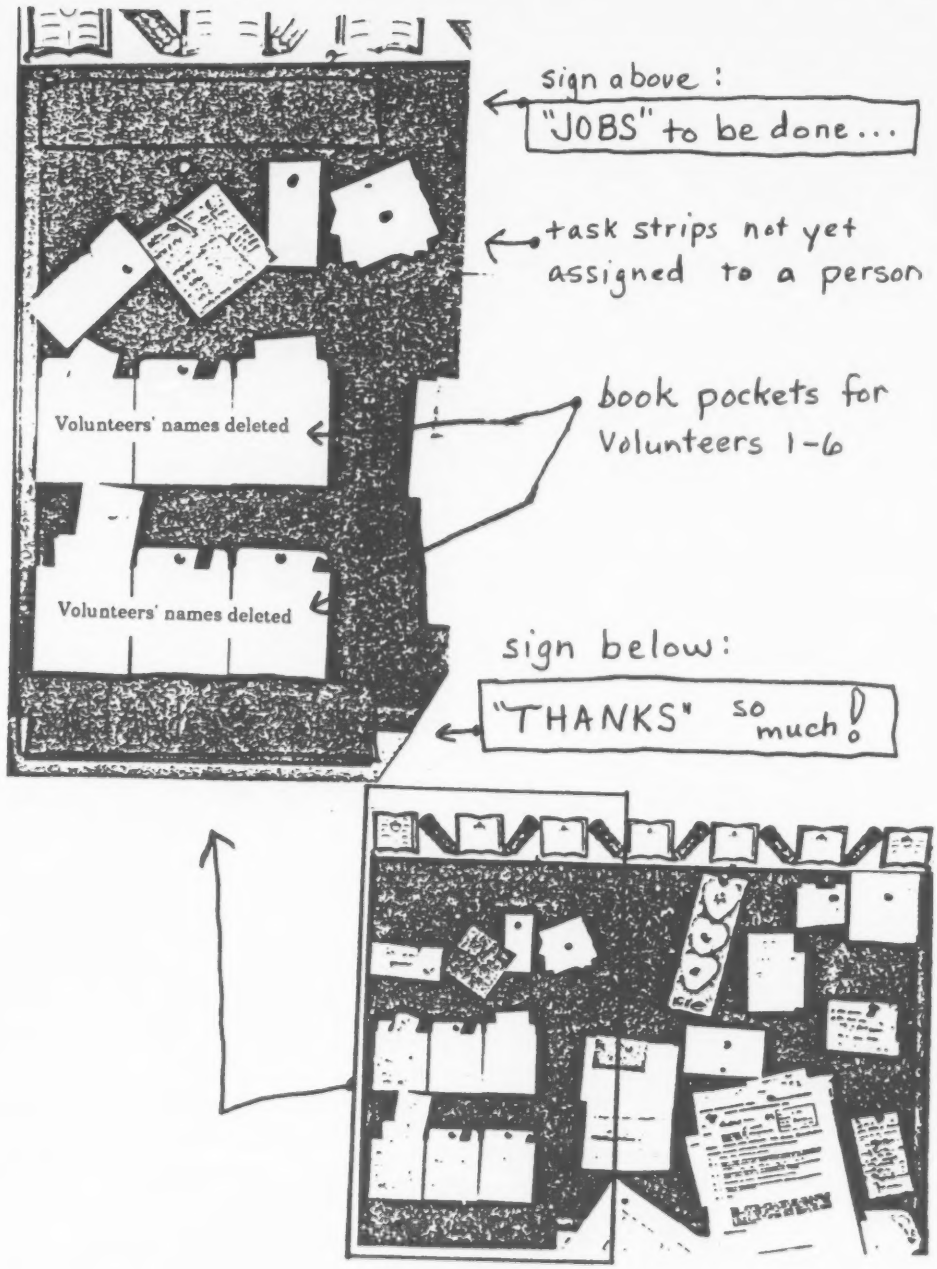
Appendix T

Posted Duty Roster

Appendix T

Posted Duty Roster



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Appendix U

Final Script for Training Video

Appendix U

Final Script for Training Video

Lesson 1: Learning Your Way Around the Media Center
(Terms and Tour)

1 It's wonderful to have you join us as a volunteer in the School Library Media Center. This video will introduce you to many of the areas in which you will be asked to help. It will give you an idea of how every job, no matter how small or routine it may seem to be, is truly important in the overall program. It will also show you how adults, even those who already have very busy schedules, can support the library media program by volunteering small amounts of time. Those bit by bit contributions add up to a vast amount of service that is very much needed. The mutual goal of teachers and parents in the school setting is to provide the best possible learning experiences for the students. Thank you for your effort to make this goal a reality.

2 This video training program is designed for your active participation. At various times you will be asked to stop the tape and do some specific task. You will have the opportunity to immediately practice what you are learning. You can also use the tape whenever you want to review any of the information.

3 The tape is divided into specific lesson segments. This will allow you to focus on the skills and information needed for a particular job at a particular time. It is important that you view these lessons in order because each segment builds on the information and skills of the lessons before it.

4 Various handouts go along with this video. These handouts are yours to keep. Write notes on them as much as you like. Keep the pages together in a folder so that by the time you complete all of the lessons you will have your own copy of the library media handbook.

5 People usually call this place the "library".

6 However, the term "media center" emphasizes the fact that a school library involves more than books.

7 The combined term "library media center" helps people make the transition from the traditional to the newer concept. For these videos we will generally use the term media center.

Appendix U (continued)

6 Now, let's take a video walk through the Media Center itself. You can follow along with your copy of the floor plan. You will also need to look at the handouts for some important definitions.

9 Here we stand at the usual entrance from the hallway.

10 The current issues of magazines are displayed here.

11 This door is for faculty access to the school office and clinic.

(39) This box is for the return of all books. That includes books that are returned early, on time, or late. Students are expected to check the due date before placing a book here. A student may not get a new book until the previous one has been returned.

12 When students arrive as full size classes, they usually are asked to come in and stop at the flag.

13 These four groups of low bookcases are sometimes referred to as islands. Children in kindergarten and first grade enjoy the books from the Easy section.

14 A capital letter E shows that a book belongs in the Easy Section. These books are then arranged in alphabetical order according to the author's last name.

15 Easy books include picture books, controlled vocabulary books, and read aloud stories.

16 Usually, when second and third graders become comfortable as independent readers, they like longer stories and books with chapters.

17 These "make-believe" stories are marked with a capital F and placed in the Fiction section.

18 Fiction books are arranged in alphabetical order according to the author's last name, just like the easy books are.

19 A special group of Fiction books is called Story Collection.

Appendix U (continued)

20 This simply means each book is a collection of short stories. We use the capital letters SC for Story Collection books.

21 Second graders also enjoy reading about real life things. True information books are called Nonfiction.

22 Our nonfiction books are found in the tall shelves around the wall.

23 These books are arranged in numerical order according to the Dewey Decimal system.

24 Each group of hundred numbers represents a category of knowledge.

25 A special category of nonfiction books is called biography. A biography is a book written about a real person's life. Actually there are two kinds of biography books.

26 The usual kind is the individual biography. That means that the book is written about one particular person. Our Media Center uses the number 92 for individual biographies.

27 The second group is called collective biography. This means that the book contains information about more than one person's life. Our media center uses the number 920 for collective biographies.

28 The differences between these two groups of biographies will be important to remember later when you learn about classifying books.

29 We also have a large number of paperback books. At this time we keep most of our paperbacks separate from the hardcover books. Only paperback biographies are kept near their hardcover partners.

30 This spin rack has the nonfiction and easy paperback books.

31 The fiction paperbacks are on these shelves.

32 This area also holds our magazines. They are arranged alphabetically by title. The second most recent issue is displayed on the slanted shelf and back issues are below. Recall that the most recent issue goes in the stand near the entrance.

33 We have now come to the reference collection. This includes encyclopedias, dictionaries, thesauruses, almanacs, and other special books that young researchers and their teachers need.

34 This end section is the Professional Collection. These are books specifically for teacher use.

Appendix U (continued)

35 This area of tables and chairs is often used for full sized class groups.

36 These tables and chairs are frequently used by small groups and individual students.
Notice that this particular "umbrella" table is the one for students to use when signing book cards.

37 This counter is the circulation desk. Students come here to have their books stamped with the due date.

38 Sometimes this table is also used as a circulation desk. It is usually the place where stamped cards are held by the "kitty" as students finish the checkout procedure.
( )
40 This is the media center office. The sink and pencil sharpener are to the left. The computer, its printer, and the regular typewriter are at the far end. Frequently needed supplies are kept in this handy yellow "bucket". Additional supplies are in this cabinet and these drawers.

41 This is the audiovisual room for media such as filmstrips, records, videotapes, etc and for the equipment used with various forms of media. This room is also where much of the processing of materials is done. Locations of materials in here change frequently. It is important that you don't move things around unless you are asked to do so. Otherwise, big mix-ups could happen.

42 Hopefully you have enjoyed this tour of our media center. This video was intended to give you an overview of where to find things and to help you gradually become familiar with important terms. Thanks for listening.

43 You may stop the tape here or go on to another lesson.

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Appendix U (continued)

Lesson 2: Using Call Numbers

1 Two of the important ways a volunteer can help to keep the media center running smoothly are: 1) by reshelving books that have been returned so that other students and teachers can checkout the books as soon as possible; and 2) by "reading" the shelves on a regular basis to make sure that the books remain in their proper places.

2 Remember when we looked at the locations of the many different categories of books? This lesson will show you how to locate books in each specific section by using the call number. This lesson will also prepare you to properly make spine labels, and to correct the call numbers on catalog and checkout cards.

3 A special code is used for each different type of book. This code is known as the call number. Every book needs a call number to show where it belongs on the shelf. Multiple copies of the same title will have the same call number so that they stay together on the shelves.

4 Although it is named the call number, this code does not always use numbers. It is actually made up of either all letters or else it combines letters and numbers.

Multiple copies of the same title will have the same call number so that they stay together on the shelves.

5 Most call numbers in a school library media center use two lines. The top line tells the category or classification of the book. The second line tells the order within that category.

6 Each book should have its call number in the following places:

1. on the spine label
2. in the upper lefthand corner of

    a. the checkout card
    b. the book pocket
    c. all catalog cards for that book
    d. the shelf card used for inventory

7 It is important to be consistent when writing call numbers for books. As you work in our media center you will find many examples of books that are not labeled in the standard manner. This lesson will help you recognize the

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Appendix U (continued)

proper form to be used on any materials which you are asked to process or repair.

8 Easy books use a capital letter E on the top line. Fiction books use a capital letter F on the top line. Story Collection books use the capital letters SC on the top line. Collective Biographies use the number 920 on the top line. (We will investigate individual biographies a little later.) Other nonfiction books use a three- four-, or five-digit number (sometimes including a decimal point) on the top line.

9 Now take a look at the second line of the call numbers for each kind of book.

10 Easy, Fiction, Story Collection, Collective Biographies (920), and nonfiction books each use the first three letters of the author's last name to form the second line. In the handouts you will see examples for these books by Dr. Seuss, Beverly Cleary, Alfred Hitchcock, and Reverend Lovasik.

11 In some cases, especially for story collection, there is no specific author's name given. ONLY in those cases do you use the first three letters of the TITLE to form the second line of the call number. (Skip the first word if it is A, An, or The)

12 The other big exception for you to understand is in the individual biography classification. The top line uses the number 92. The second line uses the first three lettters of the last name of THE PERSON THE BOOK IS ABOUT. That person is known as the biographEE or the subject. Please be certain that the author's name is not used in the call number of an individual biography.

13 Deciding the Dewey Decimal number of a nonfiction book is the job of the media specialist. As a volunteer it is not reasonable to expect you to learn all of the details involved in assigning those numbers. You can, however, become familiar with the more frequently used numbers. The more experience you have, the more readily you will be able to notice whether or not a book has the proper number.

Appendix U (continued)

14 Look in your handouts for the Second Summary of the Dewey Decimal Clasification System. This shows the ten main classifications. It also shows the ten basic breakdowns within those main categories. Each of those can be further broken down when necessary.

15 We usually tell the students that Fiction means make-believe stories and nonfiction means true information books. The one area that sometimes causes confusion, especially in an elementary school, is the 398.2 classification. This is where all of the fairy tales, tall tales, legends, and other folklore belong. Although these are technically 'make-believe' stories, they are placed in the 300's because they are traditions that form part of the customs of a culture. The 398.2 books also may not have a specific author's name given. You then use the title to form the second line of the call number.

16 Activity time!

Using the handout provided go to each section of the media center and find one book for each of the call numbers we have just examined. Copy the call number, author, and title. Then write whether or not you agree with the call number printed on the book's spine, pocket, and checkout card. If you think there is an error, write down what you think the call number should be. We will discuss your findings later.

17 This concludes the lesson about call numbers. This lesson contains a great deal of technical details, so please don't feel overwhelmed. Give yourself plenty of time to review and absorb the information. Before you know it, you'll become quite comfortable!

18 You can stop the video now and do the activity.

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Appendix U (continued)

Lesson 3: Identifying Catalog Cards

1 The last two lessons showed you how to find the place where a book belongs on the shelf when you have the book in front of you. But how do you find a particular book in the first place when you don't know much about it? The card catalog is the key to finding any book in a media center.

2 The card catalog is an index. That means it is an alphabetical listing of all the books contained in the media center. Each book is listed under its author's last name, its title, and usually one subject heading. These three cards: author, title, and subject, form the basic set of catalog cards for each book. Each card is identified by its top line.

3 The author card is more accurately known as the MAIN ENTRY card. This is the card upon which all of the others build.

4 Notice that the call number is in the upper left corner of the sample card.

5 The author's name is typed on the same line as the classification line of the call number. The last name is typed first. It is followed by a comma and then the first name. It is typed with upper and lower case letters in the usual way.

6 Below the author (and on the same line as the second line of the call number) is the title of the book. The title is indented so that it begins under the fourth letter of the author's name. The title begins with a capital letter and all other letters are in lower case. (This is not the way most people would usually write a title.)

7 The remaining information on a main entry card will be explained at some other time. Basically you can see that the information such as publisher, copyright date, number of pages, and a summary are included.

8 Now look at the sample title card.

Notice that it is identical to the main entry card, except that the title has been repeated above the author's name. The title has been indented the same amount of space as the title below the author line. The repeated title on the top line is the only way to tell the difference between the main entry and title cards.

Appendix U (continued)

9 Next you will see that the subject card also starts out identical to the main entry card with only the top line as the distinguishing feature. The top line of a subject card prints the subject heading IN ALL CAPITAL LETTERS. That is how you distinguish subject headings from titles.

10 Properly made catalog cards have additional information at the bottom. This area is called the tracings. Tracings are used to track down the full set of cards when a book and its card set are being discarded. At this time, you do not need to do anything with the tracings.

11 Please understand that the descriptions given are for proper formats. Some of our cards are printed by companies that follow the standard layouts. Others cards have been typed by local people who may have been in a hurry or may not have been fully trained. It's up to our present volunteers to correct the errors of the past as much as possible.

12 Activity time

Use the handout to practice identifying the information on different types of catalog cards.

13 This concludes the introduction to the card catalog. Future lessons will teach you other details.

Appendix U (continued)

Lesson 4: Accession Numbers and Shelf List

1 Every book also needs a unique number for identifying it separately from all others, even from separate copies of the same title. This unique identification number is the accession number. (Eventually, all of the accession numbers will be "traded in" for the bar code numbers that are used with the automated checkout system.)

2 The accession number is of no real use to patrons and should not show any place where it can confuse patrons. But it is extremely important for media center staff to understand the purposes of accession numbers.

3 You will find ACCESSION NUMBERS in these places:

In the upper RIGHT HAND corner on the
1) book checkout card
2) book pocket
3) shelf (inventory) card
This unique identification number is the accession number. (Eventually, all of the accession numbers will be "traded in" for the bar code numbers that are used with the automated checkout system.)

4 Notice that the accession number does not belong on the catalog cards or the spine label.

5 Sometimes when there is more than one copy of the same title, a copy number is also given next to the accession number. This is not necessary but it does make day to day work a little easier at times.

6 The card catalog is an index to all books in the media center. Patrons and staff both use the card catalog.

7 There are three types of cards usually: author card, title card, subject card. These are filed ALPHABETICALLY according to the information on the TOP LINE of the cards.

8 There is a completely separate set of drawers with cards to be used only by media center staff. This set is called the shelf list.

9 The shelf list cards look very much like author cards but have additional information, most importantly: the accession number.

10 The shelf list is used for inventory. It is arranged in SHELF ORDER according to CALL NUMBER.

11 These things will help you recognize a shelf card: price, grade level, purchase date, and probably no summary. The shelf card is a stripped down version of the other cards. It is the only one which should have the accession #, but unfortunately many of our other cards also show that number. Do not base your identification of a shelf card solely on the presence or absence of an accession number.

-end L.4-

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Appendix U (continued)

Lesson 5: Forming Card Sets

1 Now that you have much of the basics, it's time to get to the nitty gritty. This video will show how to help fix the accumulation of mistakes in our card catalog and shelf list. This job involves careful examination of each card set to pick out those we need and those which are incorrect. The job requires the ability to recognize important elements of each card and the patience to sort through the mistakes that have happened previously.

2 Gather the following materials:
tray of cards, pencil with good eraser, "correction slips", and handouts showing sample cards. Since you can't possibly do a full tray at one sitting, try to find a place where you can work and leave the materials set up in between sessions.

3 These trays were filled by the students. Some cards have paper clips, others have narrow blank strips of paper, and others have the correction slips holding the cards together.

4 It is quite likely that you will find mistakes in the grouping of the cards. Simply put aside any which obviously do not belong to the set. At this time, do not be concerned with the order of the card sets.

5 For sets with paper clips or narrow blank paper strips, you will replace those holders with the correction slip.

6 Here is an example of the basic procedure:
Take out the first card set from the front end of the tray. Turn all of the cards with the holes facing in the same direction and spread the cards out in front of you.

7 Look for a card with these clues: the call number has a box drawn around it, the author's last name has a dot in front of it, and the title is underlined.

8 Use the author and title information from that card to decide whether or not the other cards belong to the set. Do not worry about different call numbers or accession numbers yet. Just check for title and author matches. Set aside any which do not belong.

9 Arrange the cards in the following order: Shelf card, author card, title card, subject cards, and any other cards. Please check your notes and handouts for samples that will help you tell the differences. It is possible that one or more will be missing.

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Appendix U (continued)

10 It is important to realize that there are very many cards that have not been typed according to the proper format. That is where the patience is needed! Do your very best to make sense of whatever cards you have and try to relate them to the proper format. If there is any card that does belong in the set but you can't clearly decide which type of card to call it, place that in the "other" pile at the end of the set.

11 On the back of each card, in the lower righthand corner, using pencil, in printed capital letters, please label each card to indicate its type. Use these abbreviations only:
SL for shelf list, A for author, T for title, S for subject, O for any other kinds of cards. The "Other" pile includes the cards for illustrators, joint authors, etc. and any that do not specifically fit in the basic types. The reason is that we may not use all of the added entries.
Please write lightly enough that the letters can be erased but dark enough that they can be read.

12 On the corrections slip, write the author's last name, first main word of the title (skip the, a, an), first and last words of the subject heading for each different subject card. Use the back of the slip if there are more than two subject headings found. Please do all writing in pencil and print neatly so that there is no doubt about spelling when someone else later reads your work.

13 On the line for "shelf card", write "y" if you can clearly identify it, "n" if you are sure there is none with the set, or "?" if you have a card that you think may be the shelf card but you aren't definitely sure for some reason.

(13 b) Before you go any further, take a look in the tray to see if any of the next few cards belong to the set you are presently working with. Go ahead and add them to what you are doing. You will need to coordinate all of them, especially for the next step using accession numbers. It is possible that you will have only one card or as many as six or more cards per set.

14 For any of the sections of the correction slip that do not apply to a particular set of cards, please put a dash to show that you did look for the information but could not find anything appropriate to write.

15 Also, if there was no card marked in pencil with the box around the call number, the dot in front of the author, and the title underlined, please make those markings on the card you believe to be the shelf card. The second choice is to mark the author card.

Appendix U (continued)

Please do not mark all of the cards in the set. Just choose one.

16 Now examine all of the cards in the set for their accession numbers. Some only have one. Others have many combinations.

17 These are some possibilities you will face as you work through the tray:

1 - only one accession number

2 - two or more accession numbers on separate cards

3 - two or more accession numbers on same card

4 - combination of possibilities number 2 and 3

5 - most accession number are plain numbers ranging from one to a little over 10,000

6 - the newer books have the year of purchase used as a prefix so that the number could be in the 80 or 90,000s

7 - for some unknown reasons, there are some sequences of accession numbers that use letters as the prefix. You will probably find some accession numbers beginning with A, G, or X. The X numbers form a large group. A's and G's are relatively few.

8 - many cards have handwritten 88's or 89's from a previous attempt to do inventory. Be careful to not confuse that with the 88 or 89 thousands.

18 Write the accession numbers onto the corrections slip, going in order from the lowest numerical value to the highest. Put any with letters after those with plain numbers. If a copy number is included on any of the cards, also transfer that number to the corrections slip. Do not make up your own copy number if a card is without one.

19 The next step is to use information from all of the cards in the set to write the call number as it currently exists. You may find yourself writing more than one since some cards could have been partly changed already. Some may even have strange looking things like "level 1", "green", "animal" or other categories that are not actual call numbers. Review the handouts to see proper types of call numbers.

Appendix U (continued)

20 If you believe the call number is incorrect and you think you know what it should be, you can write the correction in the "change to" area of the correction slip. Otherwise, put a question mark and someone else can fix it.

21 After doing as much as you can to accurately mark the cards and corrections slip, fold the slip in half with the writing on the outside and the left half facing forward.

22 Gather the cards in this order, with the shelf card in front, followed by author, title, subject, and any other cards for that set. Remember to put aside any cards which definitely do not belong with this set.

23 Place the set of cards, with holes down and words facing forward, into the pocket made by the correction slip. Please take out the paper clip or narrow blank strip of paper if that is what originally held your cards together.

24 Put the finished set of cards with the correction slip at the back end of the tray.
The blue marker card will be the divider between finished and unfinished sets.

25 You can then start the next set or take a break.

26 Now that you have an overview of the procedure you probably need to rewind and review this lesson.
During your second viewing, try stopping and rewinding parts of the tape as often as necessary so that you can actually work on a set of cards step by step with the video instructions.
Remember to frequently look at you handouts for help and to write notes to yourself.

27 After you have practiced with a few sets, you may want to watch the video instructions one more complete time to get a final overall look at the procedure.

28 Please return the tape as soon as possible so that someone else can learn from it.
After you return the tape, feel free to call if you think of other questions.

(28) This is the end of lesson 5. Please be sure that you watch the entire lesson a minimum of 2 times.

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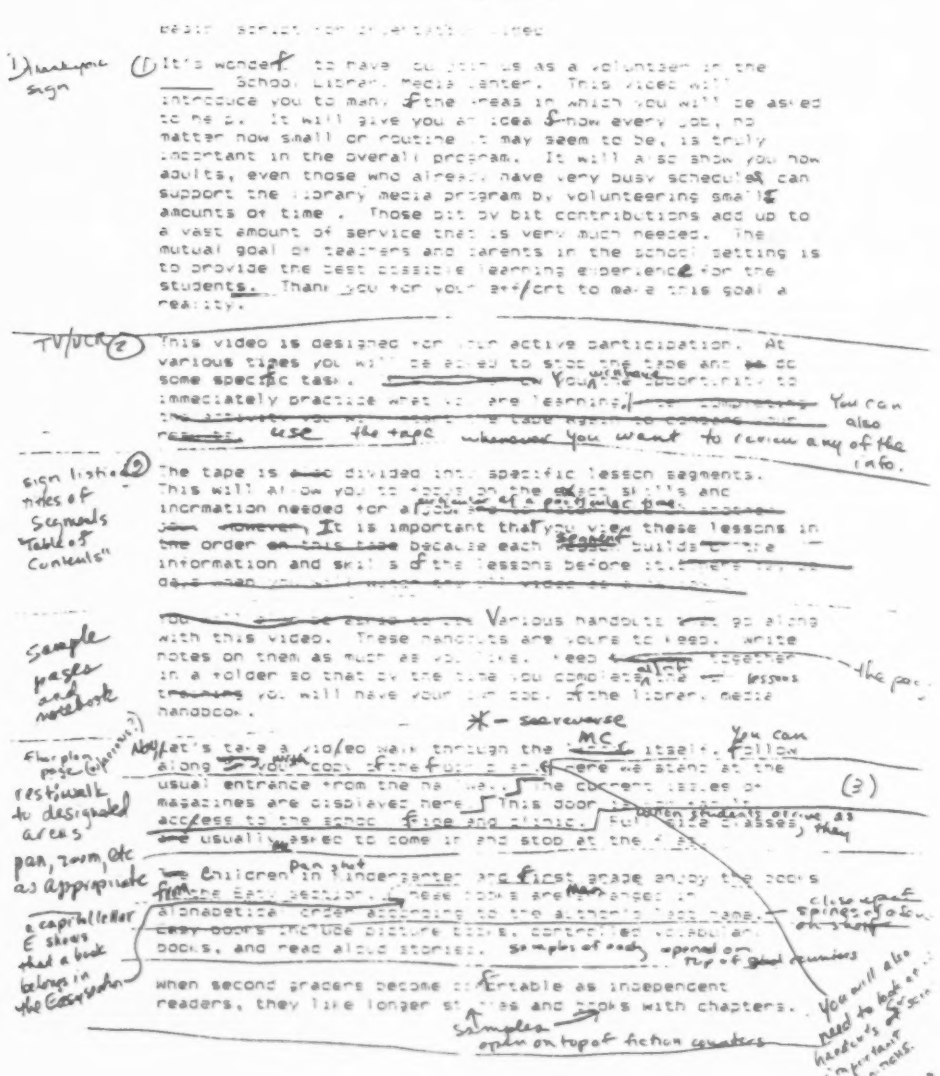
Appendix V

Sample Pages of Rough Draft of Script and Storyboard for Training Video

Appendix V

Sample Pages of Rough Draft of Script and Storyboard for Training Video



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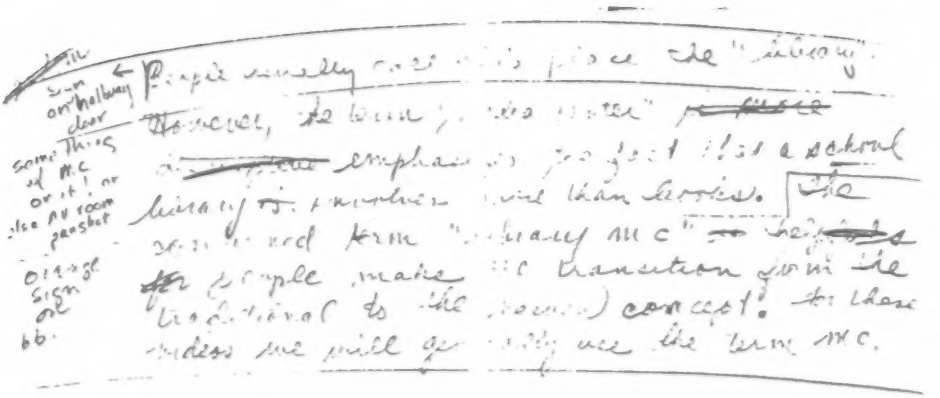
Appendix V (continued)



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Appendix V (continued)

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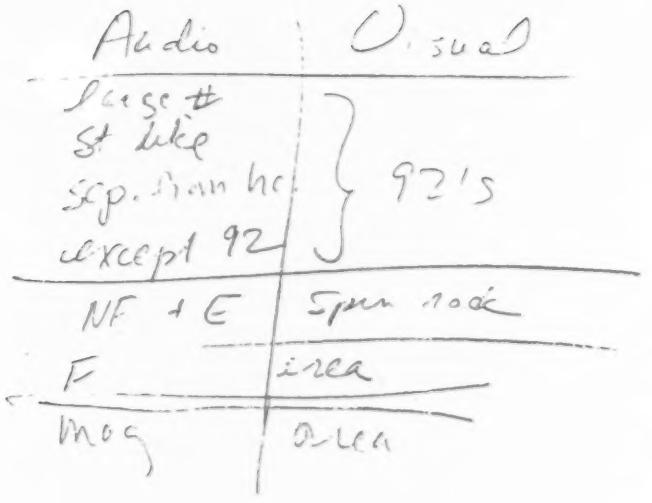
Appendix V (continued)

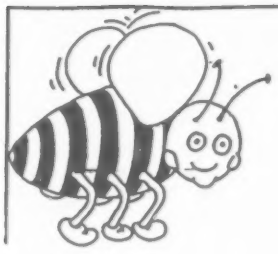


Appendix W

Pretests/Posttests for Lessons One through Four

Appendix W

Pretests/Posttests for Lessons One through Four



Bee in the Know

Lesson 1:

(1) _____ and (2)_____ books are arranged in alphabetical order according to the author's last name.

(3) _____books include picture books, controlled vocabulary books, and read aloud stories.

Longer "make-believe" stories are marked with a capital (4) _____ and placed in the (5) _____ section.

A special group of Fiction books is called (6) _____ and uses the capital letters (7) _____ .

True information books are called (8) _____. They are arranged in numerical order according to the (9) _____ system.

A/An (10) _____ is a true information book written about <u>one</u> particular person. Our Media Center uses the number (11) _____ for these books.

A/An (11) _____ is a true information book that contains information about <u>more than one</u> person's life. Our media center uses the number (12) _____ for these books.

Appendix W (continued)

Five of the most familiar reference books are:

(13)_____, (14)_____,

(15)_____, (16)_____,

and (17)_____ .

After signing their names and room numbers, students go to the circulation desk to have their books stamped with the

(18) _____.

Then students are expected to place the checkout card in the

(19) _____.

Describe what is meant in our media center when each of these terms is used:

(20) island _____

(21) umbrella table_____

(22) kitty _____

Please sign your name and the date here.

Name_____ Date_____

That's all for this one! Return the paper to me to be checked.

Thanks!!!

Appendix W (continued)

Lesson 2

Multiple copies of the same title will have the same:

(1) _____ so that they stay together on the shelves.

Most call numbers in a school library media center use two lines. The (2) _____line tells the category or classification of the book. The (3) _____ line tells the order within that category.

Each book should have its call number in the following places:

1. on the (4)_____
2. In the upper (5) _____hand corner of
   a. the (6) _____ card
   b. the (7) _____
   c. all (8) _____ cards for that book
   d. the (9) _____ card used for inventory

These are the proper ways to write the top line of the call numbers for the following types of books:

(10) _____ for an easy book

(11) _____ for a fiction book

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Appendix W (continued)

(12) _____ for a story collection book

(13) _____ for an individual biography

(14) _____ for a collective biography

This is how you decide the bottom line of the call numbers for each of these types of books:

(Tell which part of the book to use when choosing the first three letters to be written under the category.)

use the (15) _____ to label an easy book

use the (16) _____ to label a fiction book

use the (17) _____ to label a story collection book if all of the stories were written by the same person

use the (18) _____ to label a story collection book if the stories were written by many different authors

use the (19) _____ to label an individual biography

use the (20) _____ to label a collective biography when all of the book was written by one person

use the (21) _____ to label a collective biography when the book is written by many different authors

The 398.2 classification includes all of the fairy tales, tall tales, legends, and other folklore. Explain why these make-believe stories are actually shelved with the nonfiction books: (22) _____

_____

_____

Appendix W (continued)

Now, write the call number for each of these sample books. Be sure to print all letters in capital letters!

(23) An easy book by Arnold Lobel.

(24) A fiction book by Laura Ingalls Wilder.

(25) An individual biography about Thomas Jefferson.

(26) A collective biography by Blanche Thompson.

(27) A collective biography with the title
The Greatest Sports Heroes.

(28) A story collection book by Jack London.

(29) A story collection with the title
Best in Children's Books.

Please sign your name and the date here.

Name_____ Date_____

That's all for this one! Return the paper to me to be checked.
Thanks!!!

Appendix W (continued)

Lesson 3

These three cards: (1) _____,
(2) _____, and
(3)_____ form the basic set of catalog cards for each book.

Each catalog card is identified by the information on its (4)_____.

The author card is more accurately known as the (5) _____ card. This is the card upon which all of the others build.

The call number belongs in the upper (6) _____ corner of a catalog card.

The author's name is typed with the (7) _____ first. That is followed by a comma and then the (8) _____. It is typed with upper and lower case letters.

Below the author is the title of the book. The title is indented and begins with a (9) _____ letter while all other letters are in lower case. (This is not the way most people would usually write a title.)

Appendix W (continued)

Three other pieces of information that a catalog card usually shows are the (10) _____,
(11) _____ of publication, and the
(12) _____ date. Catalog card information may also include a (13) _____, the name of the
(14) _____, and the number of (15) _____.

The (16)_____ card is identical to the main entry card, except that the title has been repeated above the author's name.

The (17) _____ card also starts out identical to the main entry card with only the top line as the distinguishing feature. The top line of this card prints the heading in all (18) _____ letters. That is how you distinguish subject headings from titles.

Properly made catalog cards have additional information at the bottom. These (19) _____ are used to track down the full set of cards when a book and its card set are being discarded. They also tell people other topics to be investigated during research.

Please sign your name and the date here.

Name_____ Date_____

That's all for this one! Return the paper to me to be checked.
Thanks!!!

Appendix W (continued)

Lesson 4

The unique identification number assigned to each book is called the (1) _____ number.

You will find the accession number in these places:
the upper (2) _____ corner of the
book checkout card, book pocket, and shelf (inventory) card

The (3) _____ number does <u>not</u> belong on the <u>catalog</u> cards or the spine label.

Sometimes when there is more than one copy of the same title, a (4) _____ number is also given next to the accession number. This is not necessary but it does make day to day work a little easier at times.

The (5) _____ is an index to all books in the media center. Patrons and staff both use this. It usually contains three types of cards: author card, title card, subject card. These are filed
(6) _____ according to the information on the top line of the cards.

Appendix W (continued)

There is a completely separate set of drawers with cards to be used only by media center staff. This set is called the (7) _____. These cards look very much like author cards but have additional information, most importantly: the accession number.

These things will help you recognize a shelf card: price, grade level, purchase date, and probably no summary. The shelf card is a stripped down version of the other cards.

The shelf list is used for (8) _____ and is arranged in shelf order according to (9) _____.

Please sign your name and the date here.

Name_____ Date_____

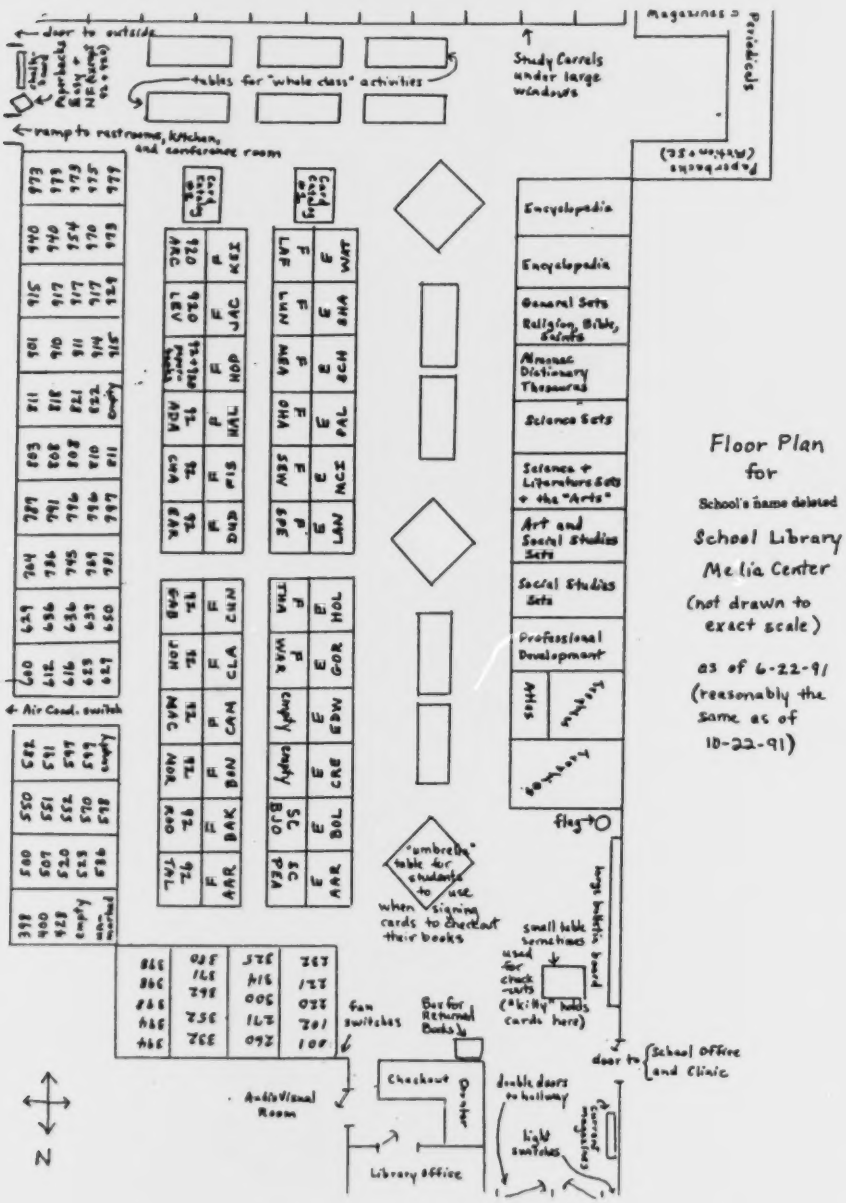
That's all for this one! Return the paper to me to be checked. Thanks!!!

Appendix X

Handouts for Lessons One through Five

Appendix X

Handouts for Lessons One through Five


door to outside
Magazines
Periodicals
Study Carrels under large windows
tables for "whole class" activities
ramp to restrooms, kitchen, and conference room
Paperbacks (Fiction + 5E)
Encyclopedia
Encyclopedia
General Sets Religion, Bible, Saints
Almanac Dictionary Thesaurus
Science Sets
Science + Literature Sets + the "Arts"
Art and Social Studies Sets
Social Studies Sets
Professional Development
MAPS
Periodicals
Reference
flag
high bulletin board
door to School Office and Clinic
small table sometimes used for check outs ("Kelly" books cards here)
Bin for Returned Books
fan switches
Checkout Counter
double doors to hallway
light switches
Computer
Library Office
Audio/Visual Room
"umbrella" table for students to use when signing cards to checkout their books
N
Floor Plan for School's name deleted School Library Media Center (not drawn to exact scale) as of 6-22-91 (reasonably the same as of 10-22-91)

Appendix X (continued)

Handouts for Lessons 1 and 2

Library books are arranged according to standard rules which enable patrons to find what they need easily. University and large public libraries have one system. School and small public libraries generally follow another system. Both systems include options for individual libraries to adapt to their particular needs. These are the terms as we use them at St. Rose:

Every book needs a call number to show where it belongs on the shelf. Both patrons (library users) and library staff (volunteers) use the call number. Multiple copies of the same title will have the same call number and be shelved next to one another.

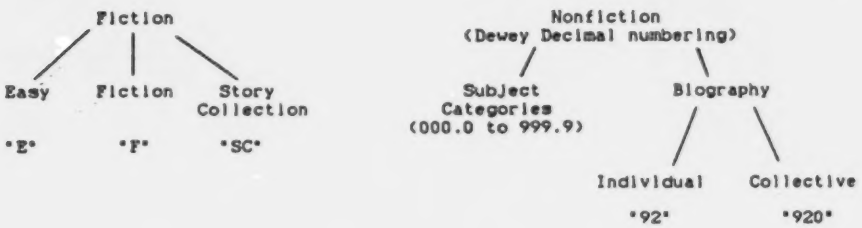
You will find CALL NUMBERS in these places:

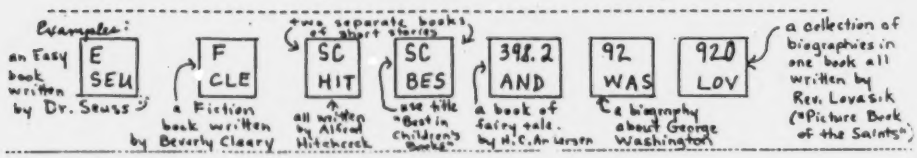
1) on spine label of book
2) in upper LEFT HAND corner on
   a) book checkout card
   b) book pocket
   c) all catalog cards for that book
   d) shelf ("inventory") card for that book

(note: even when it uses all letters, it is still named "call number")

A book is located according to its call number. Most call numbers use two lines. The top line uses a letter or a number to show the book's category (classification). The second line uses 3 letters to alphabetize books which have the same top line classification code. The second line tells the order for arranging books within the same category.

This is an overview of the categories and how they relate to each other:




Examples:
an Easy book written by Dr. Seuss
E SEU
a Fiction book written by Beverly Cleary
F CLE
two separate books of short stories
all written by Alfred Hitchcock
SC HIT
use title "Best in Children's Books"
SC BES
a book of fairy tale. by H.C. Andersen
398.2 AND
a biography about George Washington
92 WAS
920 LOV
a collection of biographies in one book all written by Rev. Lovasik ("Picture Book of the Saints")

Appendix X (continued)

Fiction basically means "make believe" stories.
There are three main categories of fiction books: Easy, Fiction, Story Collection.

Easy includes 1) picture books, 2) controlled vocabulary and other "beginning reader" books, and 3) books for reading aloud to young children.

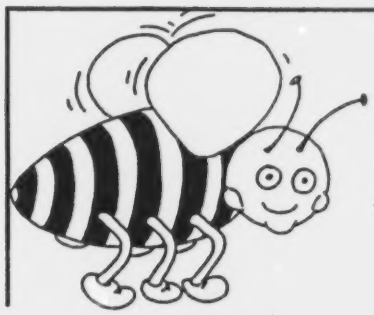
Easy books are arranged alphabetically by the author's last name.

Fiction includes the "made up" stories for independent reading.

Fiction books are arranged alphabetically by the author's last name.

Story Collection includes books of short stories, whether they are by the same author or by several different authors all contained in one book.

Story Collection books are arranged alphabetically by either 1) the author if only one author is represented, or 2) the title if more than one author is represented.



Bee in the Know

Appendix X (continued)

Nonfiction generally means true "information" books. (The biggest exception is for folk and fairy tales = 398.2. These are classified as nonfiction because they are part of the traditions and cultures of countries.)

Nonfiction books are first arranged according to the Dewey Decimal classification system. This means that each subject category is represented by specific numbers ranging from the "zero hundreds" (000.0) to the "nine hundreds" (999.9).

When two or more books have the same Dewey number, use the last name of the author to further arrange those books. (But only alphabetize the books with identical Dewey #s on their top lines.)

Biography means a book about a real person's life. Biographies form a special category of nonfiction because there is such a great number of them. We shelve each set of biographies separately from each other and from the rest of the nonfiction.

An individual biography is about one person. (This can include an autobiography, a book a person wrote about his/her own life.)

Individual biography books are arranged alphabetically by the LAST NAME OF THE PERSON THE BOOK IS WRITTEN ABOUT, no matter who the author (writer) is.

A collective biography is about more than one person.

Collective biography books are arranged alphabetically by author if there is only one author, or else by title if several authors are represented.

Currently we classify our paperbacks according to the above categories but shelve them separately from the hardbacks. This may change during the coming year.

Appendix X (continued)

Don't panic! There is no need to memorize this page. I just want you to see how the system fits together!

Dewey Decimal Classification System

*Second Summary **
The 100 Divisions

→	000	Generalities	→ 500	Pure sciences
	010	Bibliography	510	Mathematics
	020	Library & information sciences	520	Astronomy & allied sciences
	030	General encyclopedic works	530	Physics
	040		540	Chemistry & allied sciences
	050	General serial publications	550	Sciences of earth & other worlds
	060	General organizations & museology	560	Paleontology Paleozoology
	070	Journalism, publishing, newspapers	570	Life sciences
	080	General collections	580	Botanical sciences
	090	Manuscripts & book rarities	590	Zoological sciences
→	100	Philosophy & related disciplines	→ 600	Technology (Applied sciences)
	110	Metaphysics	610	Medical sciences Medicine
	120	Epistemology, causation, humankind	620	Engineering & allied operations
	130	Paranormal phenomena & arts	630	Agriculture & related technologies
	140	Specific philosophical viewpoints	640	Home economics & family living
	150	Psychology	650	Management & auxiliary services
	160	Logic	660	Chemical & related technologies
	170	Ethics (Moral philosophy)	670	Manufactures
	180	Ancient, medieval, Oriental	680	Manufactures for specific uses
	190	Modern Western philosophy	690	Buildings
→	200	Religion	→ 700	The arts
	210	Natural religion	710	Civic & landscape art
	220	Bible	720	Architecture
	230	Christian theology	730	Plastic arts Sculpture
	240	Christian moral & devotional	740	Drawing, decorative & minor arts
	250	Local church & religious orders	750	Painting & paintings
	260	Social & ecclesiastical theology	760	Graphic arts Prints
	270	History & geography of church	770	Photography & photographs
	280	Christian denominations & sects	780	Music
	290	Other & comparative religions	790	Recreational & performing arts
→	300	Social sciences	→ 800	Literature (Belles-lettres)
	310	Statistics	810	American literature in English
	320	Political science	820	English & Anglo-Saxon literatures
	330	Economics	830	Literatures of Germanic languages
	340	Law	840	Literatures of Romance languages
	350	Public administration	850	Italian, Romanian, Rhaeto-Romanic
	360	Social problems & services	860	Spanish & Portuguese literatures
	370	Education	870	Italic literatures Latin
	380	Commerce (Trade)	880	Hellenic literatures Greek
	390	Customs, etiquette, folklore	890	Literatures of other languages
→	400	Language	→ 900	General geography & history
	410	Linguistics	910	General geography Travel
	420	English & Anglo-Saxon languages	920	General biography & genealogy
	430	Germanic languages German	930	General history of ancient world
	440	Romance languages French	940	General history of Europe
	450	Italian, Romanian, Rhaeto-Romanic	950	General history of Asia
	460	Spanish & Portuguese languages	960	General history of Africa
	470	Italic languages Latin	970	General history of North America
	480	Hellenic Classical Greek	980	General history of South America
	490	Other languages	990	General history of other areas

* Consult schedules for complete and exact headings

→ = 10 main classifications

Just a basic familiarity with these will be helpful.

Custer, Benjamin A., Ed. Abridged Dewey Decimal Classification and Relative Index. Albany, New York: Forest Press, 1979.

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Appendix X (continued)

Activity for Lesson 2

Find one book in each of these sections of the media center: easy, fiction, story collection, individual biography, collective biography, and fairy tales/folktales.

Copy the call number, author, and title for each. Then write your evaluation of whether or not the call number on the book's spine, checkout card, and pocket are correct. In cases with different call numbers in those three places, tell which one you believe is correct.

Keep the books with this paper and give all to me when you are ready to discuss the results.

Good Luck !!!

---

(1) an EASY book:

Call Number given Author_____

Title_____

_____

Your evaluation of the call number found on this book: agree/disagree

Why? _____

_____

_____

Appendix X (continued)

---

(2) a FICTION book:

Call Number given Author_____

Title_____

_____

Your evaluation of the call number found on this book: agree/disagree

Why? _____

_____

_____

---

(3) a STORY COLLECTION book:

Call Number given Author_____

Title_____

_____

Your evaluation of the call number found on this book: agree/disagree

Why? _____

_____

_____

Appendix X (continued)

---

(4) an INDIVIDUAL BIOGRAPHY:

Call Number given Author_____

Title_____

_____

Your evaluation of the call number found on this book: agree/disagree

Why? _____

_____

_____

---

(5) a COLLECTIVE BIOGRAPHY:

Call Number given Author_____

Title_____

_____

Your evaluation of the call number found on this book: agree/disagree

Why? _____

_____

_____

Appendix X (continued)

---

(6) a fairy tale/ folktale book:

Call Number given Author_____

Title_____

_____

Your evaluation of the call number found on this book: agree/disagree

Why? _____

_____

_____

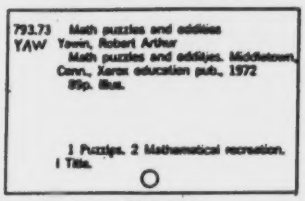
Appendix X (continued)

Handouts for Lesson 3

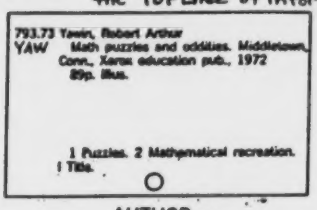
NAME "Introduction"

CATALOG CARDS

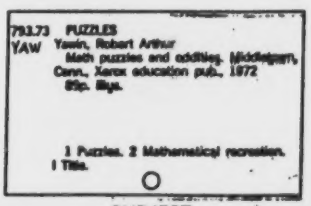
There are three major types of catalog cards→They are named according to the TOPLINE of information.


793.73 Math puzzles and oddities
YAW Yawin, Robert Arthur
Math puzzles and oddities. Middletown, Conn., Xerox education pub., 1972
89p. illus.
1 Puzzles. 2 Mathematical recreation.
I Title.

TITLE


793.73 Yawin, Robert Arthur
YAW Math puzzles and oddities. Middletown, Conn., Xerox education pub., 1972
89p. illus.
1 Puzzles. 2 Mathematical recreation.
I Title.

AUTHOR


793.73 PUZZLES
YAW Yawin, Robert Arthur
Math puzzles and oddities. Middletown, Conn., Xerox education pub., 1972
89p. illus.
1 Puzzles. 2 Mathematical recreation.
I Title.

SUBJECT

Also called MAIN ENTRY card.

The author (main entry) card is the basic card upon which the others are built.

If the book title is on the first line of a card, it is a title card. If the author's name, last name first, is on the first line, it is an author card. If the subject is on the first line, it is a subject card. Subjects are written in capital letters and may be in red.

Except for the first line, the information on all the cards for one book will be the same. Information which is on most catalog cards includes - title, author, publisher, place of publication, call number, copyright date, number of pages, whether the book is illustrated and the name of the illustrator.

For nonfiction books, you will find a title, author and a subject card in the card catalog. Fiction books will have a title, author and possibly a subject card.

~~Using your library's card catalog,~~ fill in the blanks with the information from the catalog cards shown above. Then check your answers with the ~~1. Find a card for a nonfiction book.~~ information on the next page.

Title: _____

Author: _____

Subject: _____

Call Number: _____

Publisher: _____

Copyright Date: _____

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Winter, Edith M. Library Studies, Volume I. Stevensville, MI: Educational Service, Inc., 1976.

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Appendix X (continued)

NAME "Close Up, Part 1"

TITLE CARDS

When a new book comes to a library, three types of catalog cards are usually made — title, author and subject. Except for the first line, the information on all the cards for one book will be the same. Information which is on most catalog cards includes — title, author, publisher, place of publication, call number, copyright date, number of pages, whether the book is illustrated and the name of the illustrator.

If a book title is on the first line of a card, it is called a title card. A title card is alphabetized by its first word. However, if the first word is a, an or the, then it is alphabetized under the second word. The illustration shown below is an example of a title card.

[1]793.73
YAW

[2]Math puzzles and oddities
[3]Yawin, Robert Arthur
[4]Math puzzles and oddities. [5]Middletown, Conn., [6]Xerox Education Pub.,[7]1972
[8]89p. [9]illus.

1. Call Number — 793.73 YAW
2. Book Title — Math Puzzles and Oddities
3. Author — Yawin, Robert Arthur
4. Book Title — Math Puzzles and Oddities
5. Place of Publication — Middletown, Conn.
6. Publisher — Xerox Education Pub.
7. Copyright Date — 1972
8. Number of Pages — 89
9. The book has pictures

(subject heading = "PUZZLES")

3-4 Library Studies Vol. I • Educational Service, Inc. • Stevensville, MI 49127 • Copyright 1976© • Printed in USA 11

Winter, Edith M. Library Studies, Volume I. Stevensville, MI: Educational Service, Inc., 1976.

Appendix X (continued)

NAME "Close Up, Part 2"

AUTHOR CARDS (= MAIN ENTRY)

If an author's name is on the first line of a catalog card, it is an author card. Authors' names appear with their last name first followed by their first name. Author cards are alphabetized by the last name of the author. If two authors have the same last name, the card is alphabetized first by the author's last name, then by the author's first names. The card shown below is an example of an author card.

F
BAL Balian, Lorna
Sometimes it's turkey, sometimes it's feathers. Nashville, Abingdon press, 1973
72p. illus.

1. Thanksgiving Day-Stories. I. Title.

Use the information on the card shown above to answer the following questions.

1. What is the title of the book? _____
2. Who is the author? _____
3. Is the book illustrated? _____
4. What is the call number of the book? _____
5. What is the copyright date? _____

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Winter, Edith M. Library Studies, Volume I. Stevensville, MI: Educational Service, Inc., 1976.

Appendix X (continued)

NAME "Close Up, Part 3"

SUBJECT CARDS

If a card has a subject (such as sports, animals, etc.,) on the first line, it is called a subject card. The subject heading is in all capital letters and may be in red print. The card shown below is an example of a subject card.

(That is the way you distinguish a subject heading like "DOGS" from a book with the title "Dogs".)

F
ZOL TIGERS STORIES
Zolotow, Charlotte
A tiger called Thomas. Pictures by Kurt Werth. N.Y., Lothrop, 1963
65p. illus.

1.Tigers-stories. I.Werth, Kurt, illus.
II.Title

Use the information on the card shown above to answer the following questions.

1. What is the title of the book? _____
2. Who is the author? _____
3. What is the call number of the book? _____
4. What subject is the card filed under? _____
5. How many pages does the book have? _____
6. Who is the illustrator of this book? _____
7. What is the copyright date? _____

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3-4

13

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Appendix X (continued)

NAME _____

WHICH TYPE

Most books can be found in the card catalog three ways — by the title of the book, by the author of the book and by the subject the book is about. As you have already learned, the only difference between the three types of catalog cards is the first line. It is important to know these three types of catalog cards when looking for a book.

Identify each catalog card in the following exercise by writing title, author or subject on the blanks to the right of the cards. Then, answer the questions at the bottom of the pages.

CLOUDS	_____	Black pearl	_____
Off to bed	_____	Randall, Janet	_____
Smith, Neil	_____	RIDDLES	_____
The happy day	_____	Exactly alike	_____
MUSIC	_____	Defoe, Daniel	_____

→ 1. How can you tell the difference between a subject card and ~~an author~~ a title card? _____

2. Does your library have the title, author and subject cards mixed in together in the card catalog or are they divided into sections (one section for each of the three types of cards)? We will mix all 3 together. Only the shelf cards will be filed separately.

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Appendix X (continued)

Name _____ Date _____

LET'S LOOK AT CATALOG CARDS

Most library books have three catalog cards:

917.2 Geis, Darlene
GEI Let's travel in Mexico by Darlene Geis.
Children's Press, Chicago. 1965
85p illus. map, photos. (Let's Travel Series)

← AUTHOR CARD (Author's name first)

917.2 Let's travel in Mexico
GEI Geis, Darlene
Let's travel in Mexico by Darlene Geis.
Children's Press, Chicago. 1965
85p illus. map, photos. (Let's Travel Series)

← TITLE CARD (Title first)

917.2 MEXICO—DESCRIPTION AND TRAVEL
GEI Geis, Darlene
Let's travel in Mexico by Darlene Geis.
Children's Press, Chicago. 1965
85p illus. map, photos. (Let's Travel Series)
The color and customs, people and places of Mexico.
1. Mexico I. Author II. Title

← SUBJECT CARD (Subject first in capital letters)

I. Every catalog card has a **call number. Circle the call number** on each of the above cards. It tells you where to find the book on the shelf.

II. All 3 catalog cards above are for the **same book.** Examine the cards carefully and answer the questions below.

1. What is the name of the book? _____ 2. Who wrote it? _____ 3. What is the subject of the book? _____ 4. Who is the publisher? _____ 5. In what city is the publisher located? _____ 6. To what series does this book belong? _____

7. What is the copyright date? _____ 8. How many pages are in this book? _____

9. What type of illustrations are in the book? _____

III. Where would you find this book in the library?

_____ 5a

BASIC LIBRARY SKILLS COPYRIGHT © 1971—MILLIKEN PUBLISHING CO.

IV. Which of the cards above is the MAIN ENTRY? _____

3-6

Polette, Nancy. Basic Library Skills. St. Louis, MO: Milliken Publishing Co., 1971.

Appendix X (continued)

Every book also needs a unique number for identifying it separately from all others, even from separate copies of the same title. This unique identification number is the accession number. (Eventually, all of the accession numbers will be "traded in" for the bar code numbers that are used with the automated checkout system.)

The accession number is of no real use to patrons and should not show any place where it can confuse patrons. But it is extremely important for library staff to understand the purposes of accession numbers.

You will find ACCESSION NUMBERS in these places:

In the upper RIGHT HAND corner on the
1) book checkout card
2) book pocket
3) shelf (inventory) card

Notice that the accession number does not belong on the catalog cards or the spine label.

Sometimes when there is more than one copy of the same title, a copy number is also given next to the accession number. This is not necessary but it does make day to day work a little easier at times.

The card catalog is an index to all books in the library. Patrons and staff both use the card catalog. There are three types of cards usually: author card, title card, subject card. These are filed ALPHABETICALLY according to the information on the TOP LINE of the cards.

There is a completely separate set-of drawers with cards to be used only by library staff. This set is called the shelf list. The shelf list cards look very much like author cards but have additional information, most importantly: the accession number. The shelf list is used for inventory. It is arranged in SHELF ORDER according to CALL NUMBER.

In our present situation, we have a very odd assortment of cards. They do not follow the proper formats. At times you may need to be very creative to figure out what a particular card should be. Be patient and do your best to help sort out the mess. Eventually, we will discard duplicate or otherwise excess cards, and we will make new cards for those that are very inaccurate or missing.

45-1

Appendix X (continued)

Lesson 5 Excerpt from Basic Script

1 Here is an example of the basic procedure:
Take out the first card set from the front end of the tray. Turn all of the cards with the holes facing in the same direction and spread the cards out in front of you.

2 Look for a card with these clues: the call number has a box drawn around it, the author's last name has a dot in front of it, and the title is underlined.

3 Use the author and title information from that card to decide whether or not the other cards belong to the set. Do not worry about different call numbers or accession numbers yet. Just check for title and author matches. Set aside any which do not belong.

4 Arrange the cards in the following order: Shelf card, author card, title card, subject cards, and any other cards. Please check your notes and handouts for samples that will help you tell the differences. It is possible that one or more will be missing.

5 It is important to realize that there are very many cards that have not been typed according to the proper format. That is where the patience is needed! Do your very best to make sense of whatever cards you have and try to relate them to the proper format. If there is any card that does belong in the set but you can't clearly decide which type of card to call it, place that in the "other" pile at the end of the set.

6 On the back of each card, in the lower righthand corner, using pencil, in printed capital letters, please label each card to indicate its type. Use these abbreviations only:
SL for shelf list, A for author, T for title, S for subject, O for any other kinds of cards. The "Other" pile includes the cards for illustrators, joint authors, etc. and any that do not specifically fit in the basic types. The reason is that we may not use all of the added entries.
Please write lightly enough that the letters can be erased but dark enough that they can be read.

7 On the corrections slip, write the author's last name, first main word of the title (skip the, a, an), first and last words of the subject heading for each different subject card. Use the back of the slip if there are more than two subject headings found. Please do all writing in pencil and print neatly so that there is no doubt about spelling when someone else later reads your work.

8 On the line for "shelf card", write "y" if you can clearly identify it, "n" if you are sure there is none with the set, or "?" if you have a card that you think may be the shelf card but you aren't definitely sure for some reason.

45-2

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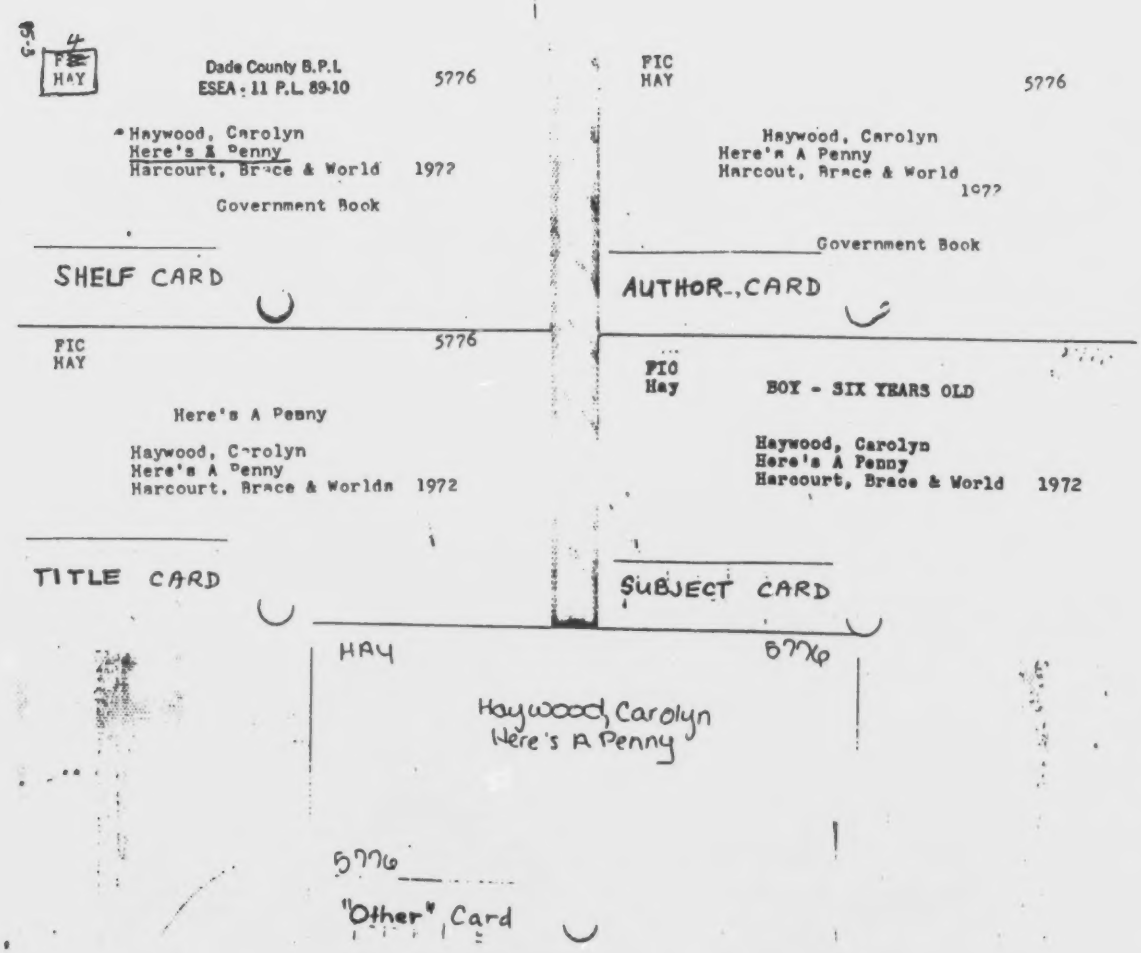


Appendix X (continued)

Appendix X (continued)

9 Before you go any further, take a look in the tray to see if any of the next few cards belong to the set you are presently working with. Go ahead and add them to what you are doing. You will need to coordinate all of them, especially for the next step using accession numbers. It is possible that you will have only one card or as many as six or more cards per set.

10 For any of the sections of the correction slip that do not apply to a particular set of cards, please put a dash to show that you did look for the information but could not find anything appropriate to write.

11 Also, if there was no card marked in pencil with the box around the call number, the dot in front of the author, and the title underlined, please make those markings on the card you believe to be the shelf card. The second choice is to mark the author card.

Please do not mark all of the cards in the set. Just choose one.

12 Now examine all of the cards in the set for their accession numbers. Some only have one. Others have many combinations.

13 These are some possibilities you will face as you work through the tray:

1 - most accession number are plain numbers ranging from one to a little over 10,000

2 - the newer books have the year of purchase used as a prefix so that the number could be in the 80 or 90,000s

3 - only one accession number

4 - two or more accession numbers on separate cards

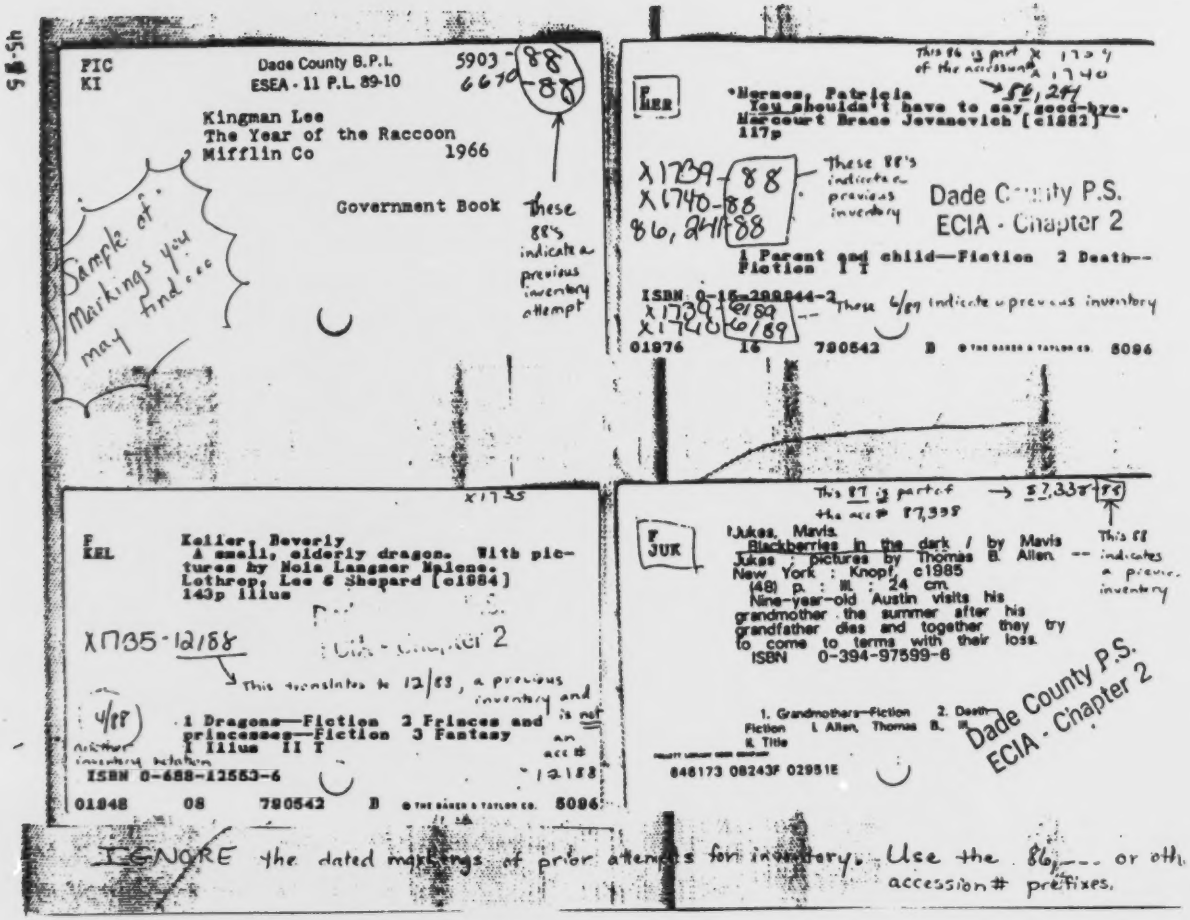
5 - two or more accession numbers on same card

6 - combination of possibilities number 4 and 5

7 - for some unknown reasons, there are some sequences of accession numbers that use letters as the prefix. You will probably find some accession numbers beginning with A, G, or X. The X numbers form a large group. A's and G's are relatively few.

8 - many cards have handwritten 88's or 89's from a previous attempt to do inventory. Be careful to not confuse that with the 88 or 89 thousands.

45-4



FIC
KI
Dade County B.P.L.
ESEA - II P.L. 89-10
5903 - 88
6670 - 88

Kingman Lee
The Year of the Raccoon
Mifflin Co 1966

Government Book

These 88's indicate a previous inventory attempt

Sample of Markings you may find

FLER
*Herman, Patricia
You shouldn't have to say good-bye.
Harcourt Brace Jovanovich [c1982]
117p

X1739-88
X1740-88
86, 24188

These 88's indicate a previous inventory

Dade County P.S.
ECIA - Chapter 2

1 Parent and child—Fiction 2 Death—Fiction I T

ISBN 0-15-288844-2
X1739-6/89
X1740-6/89

These 6/89 indicate a previous inventory

01976 15 780542 B 8096

X1735

F KEL
Keller, Beverly
A small, elderly dragon. With pictures by Nola Langner Malone.
Lothrop, Lee & Shepard [c1984]
143p illus

X1735-12188

This translates to 12/88, a previous inventory and is not an acc #

4/88 another inventory between

1 Dragons—Fiction 2 Princes and princesses—Fiction 3 Fantasy I Illus II T

ISBN 0-688-12553-6

01848 08 780542 B 8096

This 87 is part of → 87338-88 the acc # 87338

This 88 indicates a previous inventory

F JUK
Jukes, Mavis.
Blackberries in the dark / by Mavis Jukes ; pictures by Thomas B. Allen.
New York : Knopf, c1985
(48) p. : ill. ; 24 cm.
Nine-year-old Austin visits his grandmother the summer after his grandfather dies and together they try to come to terms with their loss.
ISBN 0-394-97599-6

1. Grandmothers—Fiction 2. Death—Fiction I. Allen, Thomas B., ill. II. Title

848173 08243F 02951E

Dade County P.S.
ECIA - Chapter 2

IGNORE the dated markings of prior attempts for inventory. Use the 86,--- or other accession # prefixes.

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Appendix X (continued)

14 Write the accession numbers onto the corrections slip, going in order from the lowest numerical value to the highest. Put any with letters after those with plain numbers. If a copy number is included on any of the cards, also transfer that number to the corrections slip. Do not make up your own copy number if a card is without one.

15 The next step is to use information from all of the cards in the set to write the call number as it currently exists. You may find yourself writing more than one since some cards could have been partly changed already. Some may even have strange looking things like "level 1", "green", "animal" or other categories that are not actual call numbers. Review the handouts to see proper types of call numbers.

16 If you believe the call number is incorrect and you think you know what it should be, you can write the correction in the "change to" area of the correction slip. Otherwise, put a question mark and someone else can fix it.

17 After doing as much as you can to accurately mark the cards and corrections slip, fold the slip in half with the writing on the outside and the left half facing forward.

18 Gather the cards in this order, with the shelf card in front, followed by author, title, subject, and any other cards for that set. Remember to put aside any cards which definitely do not belong with this set.

19 Place the set of cards, with holes down and words facing forward, into the pocket made by the correction slip.
Please take out the paper clip or narrow blank strip of paper if that is what originally held your cards together.

20 Put the finished set of cards with the correction slip at the back end of the tray.
The blue marker card will be the divider between finished and unfinished sets.

21 You can then start the next set or take a break.

45-86

Appendix Y

Progress Chart

Appendix Y

Progress Chart

Volunteer's Name_____ Room # _____

Phone (h)_____ (w)_____

	sent	returned	comments
invitation			
intro & pre 1			
vid 1 & h/out			
pos 1			
pre 2			
vid 2			
act 2			
pos 2			
pre 3			
vid 3			
handout/act 3			
pos 3			
pre 4			
vid 4 & h/out			
pos 4			
vid 5 & h/out(script)			

Appendix Z

Message on Reusable Envelope for Transporting Training Materials to and from Home Volunteers

Please re-use this envelope as a "communication folder" specifically for your library volunteer work. That will make relaying of information and materials easier for your child and teacher!

THANKS!

message

EXPLORE YOUR LIBRARY

BULK RATE
U. S. POSTAGE
PAID
CRANFORD, N. J.
PERMIT 264

Volunteer's name deleted

1989 ANNUAL REPORT

Appendix Z

Reusable Envelope for Transporting Training Materials to and from Home Volunteers

Appendix AA

Number of Hours Covered by at least One Volunteer at a Time in Typical Schedule

Appendix AA

Number of Hours Covered by at least One Volunteer at a Time in Typical Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Total
4.5	2	3.5	3	3	16

Appendix BB

Overlaps of Volunteer Coverage in Typical Schedule

Appendix BB
Overlap of Volunteer Coverage in Typical Schedule

Typical Monday Coverage	Time of Day 8 AM 9 10 11 12 1 2 3 4 PM
Volunteer 1 (8:00 - 11:00)	
Volunteer 6 (10:00-12:00)	
Volunteer 4 (10:30-12:30)	

Typical Wednesday Coverage	Time of Day 8 AM 9 10 11 12 1 2 3 4 PM
Volunteer 6 (10:00 - 12:00)	
Volunteer 4 (10:30-12:30)	
Volunteer 5 (2:15 - 3:15)	

Daily Totals (Number of Hours of Overlap)					Weekly Total (Hours)
Monday	Tuesday	Wednesday	Thursday	Friday	
2	0	1.5	0	0	3.5

Appendix CC

Media Specialist's Teaching Schedule

Appendix CC

Media Specialist's Teaching Schedule

Media Specialist's name deleted — LIBRARY-MEDIA CENTER SCHEDULE — 1991-92

	A	B	C	D	E
	8:15 - 9:00 4A	8:15 - 9:00 4B	8:15 - 9:00 2.100		8:15 - 9:00 2.101
				8:45 - 9:20 5.204	
				9:35 - 10:20 5.204B	
	10:15 - 11:00 3.107		10:10 - 10:55 K.105		
				10:40 - 11:20 6A	
	11:10 - 11:50 3.106	11:00 - 11:40 8A	11:05 - 11:45 7B		
				11:30-12:00 Lunch	11:35 - 12:10 6B
	12:05-12:40 Lunch	11:45 - 12:25 7A	11:50 - 12:30 8B		
		12:35-1:10 Lunch	12:40-1:00 Lunch		12:20-12:50 Lunch
			1:05 -1:40 K.104	1:00 - 1:40 1.102	12:55 - 1:40 1.103
			1:55 - 2:30 K.110		

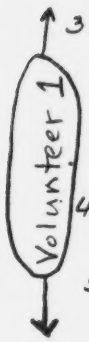
Appendix DD

Samples of Questionnaire Responses

Appendix DD

Samples of Questionnaire Responses

1. – September, 1989
2. – The school is always in need of volunteers to help in the many areas that need it.



3. – I enjoy it, and think it is also a good way to see all the many things that go on at school instead of just reading about it in the communications folder's contents.
4. – I love to read and love books, so I enjoy working here.
5. – Shelving books!.... but it has to be done.

Circle your answer for each of these and write any helpful explanations.

7. Do you generally work better (on your own) OR with someone?

8. Do you generally work better with (written) OR spoken directions? Actually either, but written makes it easier in case you are busy with a class, etc.

9. Do you generally feel that you are asked to do not enough OR too much compared to your abilities and time? Neither, I like to do as much as I can of whatever needs to be done, in the time I have to give.

10. Do you generally prefer to be given step by step directions for a job OR to be given a basic idea of what is needed and then to figure out the details yourself?

11. Describe anything else that would help me plan for a happy experience for you as a volunteer. For example, any other interests, needs, strengths, weaknesses, likes, dislikes, habits, commitments, etc. that would influence your work. I'll try to accomodate your working style whenever possible by matching your needs with mine for the library media center. As I told you, you are so well organized and always a few steps ahead of everything, but if I think of something I will let you know.

Preferences	Tasks		Training
(+ –) +	Putting cards in books.	✓	(✓ ? ✗)
–	Shelving books	✓	
+	Checking books for new cards + date slip.	✓	
+	Repairs	✓	
+	Entering data in computer	?	
+	Checking out books	✓	
+	Audiovisual equipment	?	

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Appendix DD (continued)

Volunteer 2

Circle your answer for each of these and write any helpful explanations.

7. Do you generally work better on your own OR with someone?

8. Do you generally work better with written OR spoken directions?

9. Do you generally feel that you are asked to do not enough OR too much compared to your abilities and time?

10. Do you generally prefer to be given step by step directions for a job OR to be given a basic idea of what is needed and work out the details yourself?

Preferences (+ −)	Tasks	Training (✓ ? ✗)
	1. I started 2 years ago.	
	2. First co-operate with the school and I liked working quietly.	
	3. Teach my children, I do not like being a volunteering person	
	4. Everything.	
	5. N/A.	
	6. I can't think any one now.	
+	1. Making books	✓
+	2. Typewriting	✗
+	3. fixing or repairing books	✓
+	4. Make me busy in anything	✗
+	5. ~~Painting~~ : magazines, books, etc (what used)	
+	6. Animals	✓
+	7. Making books out-ind	✓

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Appendix DD (continued)

Volunteer 4

Part I: Write your answers on the back of this sheet.

1. When did you begin working in the library media center? 1989
2. What were your reasons for starting? DESIRE TO HELP SCHOOL.
3. What reasons keep you volunteering? I LIKE THE LIBRARY WORK.
4. What do you like best about being a volunteer in the LMC? WORKING WITH THE CARDS.
5. What do you like least? SHELVING BOOKS ½ hrs by ——
6. What changes do you think might make our work more efficient or more enjoyable? NO SUGGESTIONS (Give me any ideas at all, no matter how small or big.)

Circle your answer for each of these and write any helpful explanations.

7. Do you generally work better on your own OR (with someone)?
8. Do you generally work better with written OR (spoken) directions?
9. Do you generally feel that you are asked to do not enough OR too much compared to your abilities and time? IT'S OK.
10. Do you generally prefer to be given (one by step directions) for a job OR to be given a basic idea of what is needed and then to figure out

Preferences (+ −)	Tasks	Training (✓ ? x)
−	SHELVE BOOKS	✓
+	CHECK IN BOOKS	✓
+	USE COMPUTER	X
+	CHECK OUT BOOKS	✓
+	DATE CARDS	✓

Volunteer 5

Preferences ✓(+|−)	Tasks	Training (✓|?|x)
+	Filing books or returning to shelves	✓
+	Checking out books for students	✓
+	Typing labels and new cards	?
−	Repairing books with tape	✓
+	Reading stories to students	✓
+	Computer — late returns	? X
+	Filing cards for new system	✓
+	Rearranging books on entire cabinet	✓
✓	Helping with Book Fair	?

Appendix DD (continued)

Volunteer 5 (continued)

Part I:

1. I started last September, 1990.
2. I have past experience in volunteering in a public and school Library, therefore, I thought [school's] Library would best suit me.
3. After I started volunteering last Fall, I continued to enjoy the tasks, [media specialist]'s help and the other Ladies' friendly manner and good help.
4. Mostly seeing the children's happy faces as they check out a New book for the week. I also enjoy the quiet atmosphere.
5. The task of repairing the books with the large, sticky tape is my least favorite job to do.
6. I was told by [Vol. #1] that many changes had taken place over the summer. I thought everything was very organized last year. My opinions/suggestions will have to wait until I come in this week.
7. I usually work better on my own, especially while typing, computer or filing cards. I do, however, like to work with others whenever you feel it is necessary for more than one person to do a certain task.
8. Written instructions are usually best for me, but I am a "show me and I must do it to understand it" person.
9. I am asked to do just the right amount for the short time I am at the Library.
10. Step by step instructions/directions are best for me.
11. This year I am only available from 2pm to 3pm once a week, as I am in charge of Lunches and 1:30 pm dismissal from my preschool. Wherever needed I will be glad to help out.

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Appendix EE

Testimonial Letters from Volunteers and Faculty

The first letter is from a faculty member who also served as Volunteer 106. The second letter is from Volunteer 11. The third letter is from a faculty member. All three writers had previously made specific comments to the media specialist about the effectiveness of the volunteers. These letters were later solicited by the media specialist for this report.

Appendix EE

Testimonial Letters from Volunteers and Faculty

July 1, 1992

Dear Media Specialist's name deleted,

As I think back on the school year we've just completed, I want to let you know that I appreciate the progress you and your dedicated army of volunteers are making in the library.

It has always been nice to have extra hands on deck to help the children at library time, and your volunteers were often available to help my class. Perhaps more important improvements I've noticed in the past year have to do with the behind-the-scenes work the volunteers have been doing to achieve and maintain better library organization. The more accurate record-keeping and shelving make our Media Center more useable for students and faculty alike. It's rather like the difference between the usefulness of a computer that's plugged in and one that's not!

You deserve much praise for the way you've organized the tasks for the volunteers and trained them, too. Last summer, when I did some volunteer library work myself, I remember being impressed by the flow charts you made, and the training session you offered. I was grateful to have those charts to use when I "got stuck" and there was no one around to ask! The communications network you developed this year to send instructions and tasks home to volunteers seemed to work out well, too. I know it must have made it easier for the volunteers to be really useful, even when they couldn't stop at school to pick up assignments or sort out problems during the school day.

So -- keep up the good work! And thank you for all that you and your volunteers have done for my own class and for School's name deleted !

Sincerely,

signature deleted

Appendix EE(continued)

July 24, 1992

School's name deleted

Media Specialist's name deleted

As the school year draws near, I wanted to share some of my thoughts with you on your volunteer training program.

My initial involvement with your training program began last summer. The training materials were limited to brief informational lectures and handouts. The individuals who were at-home-volunteers had, at times unanswered questions. This past school year, you prepared videotaped lessons, printed informational handouts along

Appendix EE(continued)

with activity sheets

The use of the videotapes allowed the at-home volunteers to visualize the various aspects of the library media center, from the card catalogs to the library floor plan, without requiring their presence at school. As so many of my volunteers are working the at-home video training allowed them to still be involved but on a schedule that was convient to them. Possibly the quality of the video could be improved, some of the frames were out-of-focus.

Your handouts were very well written and closely followed the video tape lesson. We were able to refer to the handouts when we received our activity sheets, or tests as I referred to them

Appendix EE (continued)

Your overall volunteer training program is excellent. Again, my only negative would be the quality of the videotape. I am looking forward to working with you again next year.

Sincerely,

signature deleted

Appendix EE(continued)

June 10, 1992

Dear Media Specialist's name deleted,

Now that the hustle + bustle of the end of school has settled down I can write + sincerely wish you a great summer.

And I also want to tell you about your Volunteers. When you were called home to help your Mom, I was impressed by the way the Volunteers took over.

During the Book Fair, I commented on this and one of the women volunteers said they had no problem "carrying on" in your absence,

Appendix EE(continued)

2

because you had been work-
ing with them before the
happening and they were
very comfortable.

It's a nice feeling to
walk into the Media Center +
experience the calm that
comes from good leadership.
You've obviously brought out
a lot of hidden talent.

Again, have a good
summer. See you in August.

Love,

signature deleted

Appendix FF

Tracer Note for Unreturned Materials

Appendix FF

Tracer Note for Unreturned Materials

Hi! I'm verifying "deliveries" with people in the training program. My notes show that on _____ I sent _____ home with your child.

Did you receive the materials?

yes no

If yes, fine.

If no, I need to try and trace where they have gone.

Please answer this note as soon as possible.

Thank you!

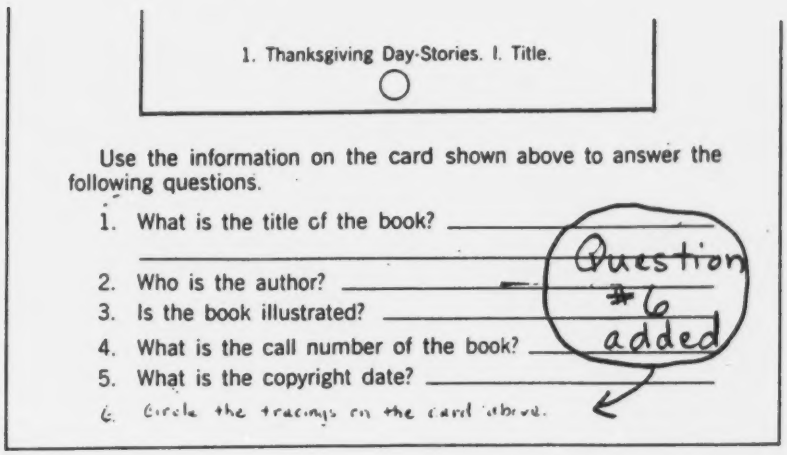
Media Specialist's signature deleted

Appendix GG

Samples of Revisions of Training Materials

Appendix GG

Samples of Revisions of Training Materials



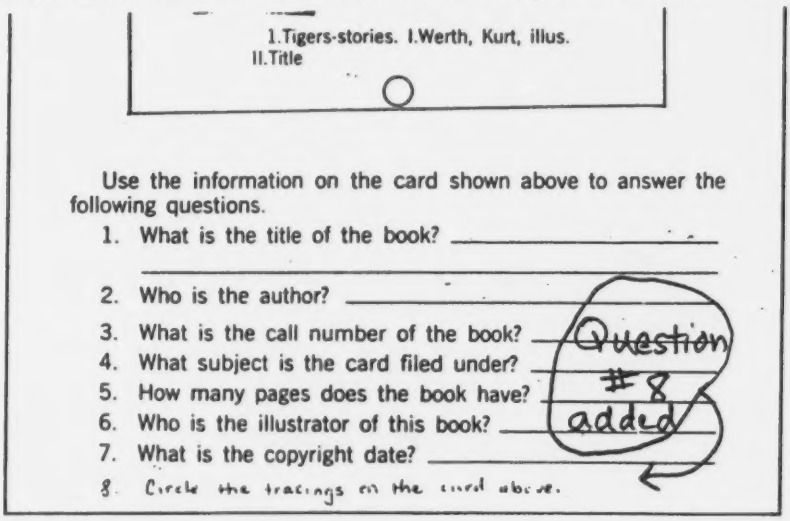
1. Thanksgiving Day-Stories. I. Title.

Use the information on the card shown above to answer the following questions.

1. What is the title of the book? _____
2. Who is the author? _____
3. Is the book illustrated? _____
4. What is the call number of the book? _____
5. What is the copyright date? _____
6. Circle the tracings on the card above.

Question #6 added

3-3 Library Studies Vol. I • Educational Service, Inc. • Stevensville, MI 49127 • Copyright 1976® • Printed in USA 12



1.Tigers-stories. I.Werth, Kurt, illus.
II.Title

Use the information on the card shown above to answer the following questions.

1. What is the title of the book? _____
2. Who is the author? _____
3. What is the call number of the book? _____
4. What subject is the card filed under? _____
5. How many pages does the book have? _____
6. Who is the illustrator of this book? _____
7. What is the copyright date? _____
8. Circle the tracings on the card above.

Question #8 added

3-4 Library Studies Vol. I • Educational Service, Inc. • Stevensville, MI 49127 • Copyright 1976® • Printed in USA 13

Appendix GG (continued)

added → Name _____
Date _____

Activity for Lesson 2

Find one book in each of these sections of the media center: easy, fiction, story collection, individual biography, collective biography, and fairy tales/folktales.

Copy the call number, author, and title for each. Then write your evaluation of whether or not the call number on the book's spine, checkout card, and pocket are correct. In cases with different call numbers in those three places, tell which one you believe is correct.

Keep the books with this paper and give all to me when you are ready to discuss the results.

Good Luck !!!

boxes added for each sample

(1) an EASY book:

Call Number given ☐ Author _____

Title _____

_____

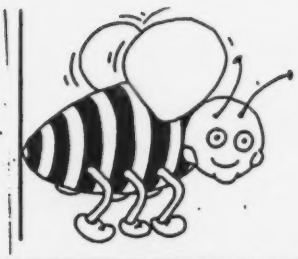
Your evaluation of the call number found on this book: agree/disagree

Why? _____

_____

_____

Appendix GG (continued)



Bee in the Know

deleted in final copy

In order to check the effectiveness of these training materials, please participate by taking a "test" for each lesson. Take the test once before viewing the video. Take the test a second time after watching the video and using any accompanying handouts. You may watch the video as many time as necessary in between the pretest and posttest. Please do not take the tests while watching the video.

Test for Lesson 1:

(1) _____ and (2)_____ books are arranged in alphabetical order according to the author's last name.

(3) _____books include picture books, controlled vocabulary books, and read aloud stories.

Longer "make-believe" stories are marked with a capital (4) _____

and placed in the (5) _____ section.

A special group of Fiction books is called

(6) _____ and uses the capital letters

(7) _____ .

True information books are called (8) _____.
They are arranged in numerical order according to the

(9) _____ system.

A/An (10) _____

is a true information book written about one particular

person. Our Media Center uses the number (11) _____ for

these books.

A/An (11) _____
is a true information book that contains

information about more than one person's life. Our media

center uses the nurber (12) _____ for these books.

Appendix HH

September 6 Thank You Letter Published Schoolwide

Appendix HH

September 6 Thank You Letter Published Schoolwide

September 6, 1991

Dear Parents,

You may recall that in June a request was made for summer volunteers to begin the long process of converting to an automated circulation system in our library media center. The end result will make it possible to checkout books with a computerized scanner similar to that used in stores. Over 50 people responded to the call for help but due to illnesses and vacation schedules, many were not able to arrange for training. Of those who were able to attend training sessions, the following people each worked at school for up to three hours of their summer time:

Volunteers' names deleted

These people each worked at home:

Volunteers' names deleted

These parents each spent approximately five to ten hours at school during the summer:

Volunteers' names deleted

Over the two-month span that these volunteers worked, one person spent nearly 30 hours at school. (Think of that as a half-hour everyday!) Volunteer One's name deleted had the availability and interest to come to school over three times as much as anyone else. Her dedication is amazing.

!!!!!!!!!!!THANK YOU ALL!!!!!!!!!!!!!!!

Each and everyone of these people has inched us closer to the goal of automation. Watch next week's communication folder for a basic description of the work needed. In the meantime, please give your personal thanks to the volunteers who went out of their way to start the ball rolling. Also, consider giving your own contribution of time and energy to continue the process. Every little bit definitely adds up.

Thank you for your attention to this worthwhile project.

Sincerely,

Media Specialist's name and signature deleted

★★★★★★★★★★

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Appendix II

September 13 Schoolwide Request for Volunteers

Appendix II

September 13 Schoolwide Request for Volunteers

September 13, 1991

Dear Parents,

As promised last week, here is a basic description of the long-range plan for converting to an automated circulation system in the library media center. Bar code labels need to be attached to every book and audiovisual item. Information (including title, author, call number) for each book must be typed into the computer. With an estimate of over 10,000 items, you can see that this task is very time consuming.

In addition, a large accumulation of errors must be corrected. Throughout the majority of the school's 40 year history, many different people worked to keep the library functioning with daily activities for students and teachers. Because the library's collection grew at a faster rate than the number of library staff and volunteers did, much "behind the scenes" technical work was not able to be done on a consistent basis. This resulted in a confusing combination of markings on the books, a poorly maintained card catalog, and inadequate inventory records. Before moving in a new direction, we must clean up as much of these past inconsistencies as possible.

This updating requires an extensive matching of the cards to the books, detailed training of workers, and continued patience by everyone. Students as young as first and second grade began helping at the end of last year. This year I have incorporated part of the work into class activities in order to accomplish these objectives: 1) move the work along more quickly by increasing the number of workers, 2) increase general awareness of the technical details required for smooth daily operations and future growth, 3) provide students with practice of the information skills and concepts needed for becoming lifelong learners, and 4) develop responsibility, pride, ownership, and appreciation for the facility and materials we are fortunate enough to share at School . I have asked the teachers to help supervise the students when their classes work. A number of eighth graders are fulfilling their service hours for Confirmation by working after school. Regular library media volunteers are working on a daily or weekly basis.

In the early stages of this process it is not practical for the students to checkout books. The sooner the early stages are accurately completed, the sooner we can attempt to return to fairly normal operations while still continuing the conversion. Over the summer it was not possible to keep in touch with everyone who originally volunteered. Perhaps the timing will be better for some people now. If you are available to work at any point throughout the year and would like to be a part of this change, please complete and return the information below. We'll try to make arrangements for every interested person to participate.

Again, thank you for your attention. Your concern and support are encouraging.

Sincerely,

Media Specialist's name deleted

Please return this portion by Wed., Sept. 18. Thank you!

Name_____ Youngest Child's Homeroom #_____

Phone # home_____ work_____

Yes, I can help on the following basis:

____ at school, during school hours

____ at school but only during afternoons, evenings, or weekends

____ at home only

____ a combination of school and home times

Appendix JJ

September 20 Brief Thank You Message Published Schoolwide

Appendix JJ

September 20 Brief Thank You Message Published Schoolwide

LIBRARY MEDIA CENTER VOLUNTEERS...

THANK YOU one and all for your generous response to the request for help with our preparations for automation. You will be individually contacted as needed, based upon the time and place of your availability. Please do not feel ignored if you do not hear from us for a while! The immediate need is for "in school, during school hours" help. The remaining names will be kept until appropriate stages of the work are ready.

253

Appendix KK

November 20 Invitation to Specific Volunteers

Appendix KK

November 20 Invitation to Specific Volunteers

TO: All who volunteered to help with the library media center (either for the summer or the school year).

FROM: Media Specialist's name deleted

RE: Plans

You are about to embark upon an adventure!!!! In order to promote the greatest possible consistency in the work done at the library media center, I have been developing a training program for volunteers.

The training materials are a combination of videotaped lessons, printed information handouts, and activity sheets. There is also a set of questions to be answered about each section of the training tape. I ask that you answer the questions before viewing the taped lessons. Upon return of your answers, I will send home the materials for that lesson. When you return the materials, I will send back the questions for you to answer with your newly gained knowledge. By the time you complete the five lessons, you will be able to say whether or not you can take home the work that is currently needed. At that point, we can discuss the role that you can play most effectively.

If you find that you do not have time to devote to this difficult task, please let me know. I won't try to fool you: the work ahead is quite detailed. Your honest response will allow both you and me to proceed with the least amount of frustration. I encourage you to go ahead and give the program a try, knowing that when it gets to the point of beginning the work, you'll be ready to make a firm decision about your involvement.

I appreciate your interest in helping. If you do not have time for this project, perhaps there will be something in the future!

THANKSTHANKSTHANKSTHANKSTHANKSTHANKSTHANKSTHANKSTHANKSTHANKSTHANKSTHANKS

Please return this response form as soon as possible.

Name_____

Phone_____ Youngest Child's Room #_____

___ Yes, I would like to try the training program. Please send the first part home with my child as soon as possible.

___ Yes, I would like to try the training program, BUT please wait until (date) _____ because of other responsibilities I have right now.

___ I am no longer able to volunteer any time at all.

___ I can still volunteer, but _____

Appendix LL

Cover Letter for Lesson One

Appendix LL

Cover Letter for Lesson One

Hello, and thank you so very much for your willingness to help with the job ahead of us!!!! As mentioned in the previous letter, this training program is a combination of videotaped lessons, printed information handouts, and activity sheets. Through use of these materials, I hope to teach you the fundamentals of call numbers, catalog cards, and various other terms and procedures that form the nitty-gritty of rebuilding our card catalog in the most accurate and consistent way that we can.

Enclosed is the opening set of questions. Don't worry if you are bewildered! Answer whatever you can then return the paper to me. Consider it as a preview of what you will be learning in the first video lesson.

Next, I'll send the video for you to watch. PLEASE, only watch the first lesson, as eager as you may be to continue. (Because each volunteer has a different background, it will be helpful to me if each person goes step-by-step so that I can keep track of progress and difficulties.)

Return the video as promptly as possible so that I may pass it along to the next person. Then I will send you the questions from lesson 1 to be answered again. Based upon how comfortable you are with the questions the second time around, you can either ask me to send the video back for review or I can send the materials for lesson 2.

We will move through the cycle with the first four lessons as much as possible before the holidays and continue when school resumes in January. Those lessons explain vocabulary and many standard practices. The fifth lesson is a bit different. It shows the work that will be done with the card sets.

As you watch the video, please keep in mind the time constraints that prevented me from making it as well as I would have liked it to be made. Hopefully, the bumps and static will not detract too much from the content! Also, certain parts (especially in lesson 1) were planned with the in-school regular volunteers in mind. Although home volunteers do not need to know the locations of everything, the information about the categories, etc. is important. You'll also have a better idea of how your help fits into the routine.

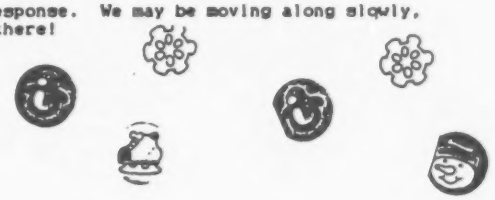
I've talked with many of you to different extents about the reasons for what we are doing. If by chance you feel that you would like to understand more about the overall plan, please don't hesitate to ask.

Again, thank you for your response. We may be moving along slowly, but at least we're getting there!

Sincerely,

Media Specialist's

signature deleted



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Appendix MM

Handwritten Letter for Resuming Training Program with Target Group I

Appendix MM

Handwritten Letter for Resuming Training Program with Target Group I

December 13, 1991

Dear Ladies, who have been "lifesavers" more than once!,

I'm still trying to juggle the benefits of a training program with the time that it takes to put it into practice. I've made a few attempts to begin it but keep running into roadblocks.

The letter on the other side of this paper was sent to the "at home" people who volunteered specifically for helping with the long range project of correcting our inventory before converting to the automated circulation system. Please read that letter for an explanation of the format of the training program.

Over the weekend, try to take a few minutes to answer the previous questions for part 2. Ask one of your children to return your paper to me on Monday. I'll circulate the rest of the training materials as much as possible next week. Hopefully, we'll be able to finish Lessons 1-4 no later than the first 2 weeks after school resumes (and before the busy-ness of Carnival and Book Fair are upon us!)

Thank you for the many little ways that you make the job of running the library media center more effective. I regret having to ask you to work on this at home, but seeing how there's always seems to be something interfering during the school day forced me to try this approach. I hope that you will be able to manage.

Sincerely,

Media Specialist's signature deleted

P.S. Out of habit we continue to use formal names with each other. Please feel free to call me name when students are not present. I keep forgetting to mention this to some of you!

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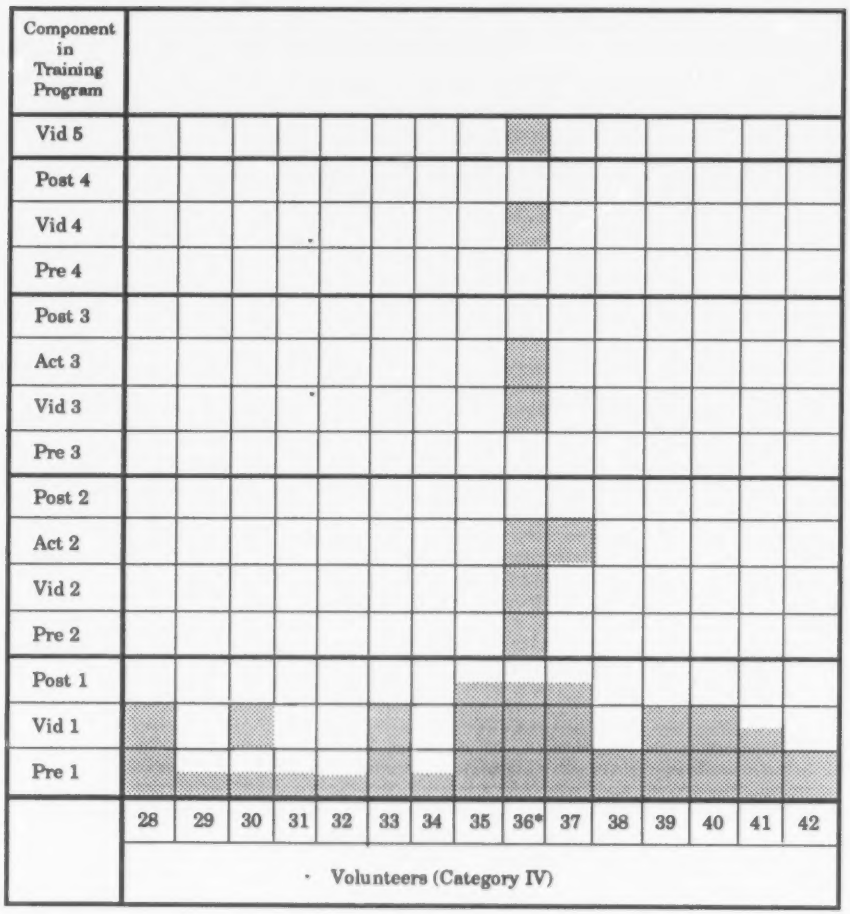
Appendix NN

Training Program Participants Who Did Not Achieve Target Group Status

Appendix NN

Training Program Participants Who Did Not Achieve Target Group Status
by Completing at least One Pair of Test Components



= completed = sent to volunteer but not returned to media specialist

Volunteer 36 was able to view the complete video because the media specialist took the volunteer to school one day specifically to resume training.

Appendix OO

Beginning of Phase II

Appendix OO

Beginning of Phase II

Components Completed November 20 through December 13, 1991
(Originally Planned Stop Date)

Component in Training Program															
Vid 5															
Post 4															
Vid 4															
Pre 4															
Post 3															
Act 3															
Vid 3															
Pre 3															
Post 2															
Act 2															
Vid 2															
Pre 2															
Post 1				s	s	s			s	s					
Vid 1				C	C	C	s		C	C				s	C
Pre 1	s	s	s	C	C	C	C		C	C				C	C
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Target Group I						Volunteers				Target Group II				

□ = component completed during school year
▭ = component sent to volunteer but never returned to media specialist
s = component sent to volunteer but not returned during specified dates
C = component completed during specified dates

Appendix PP

Middle of Phase II

Appendix PP

Middle of Phase II

December 14, 1991 through March 2, 1992
Components Completed between the Originally Planned Stop Date and the Adjusted Stop Date (Adjusted for the Delayed Start of Use of Training Materials)

Component in Training Program															
Vid 5															
Post 4															
Vid 4									s						
Pre 4					C		s		C						
Post 3					C*		s		C*						
Act 3					C		C		C						
Vid 3					C		C		C						
Pre 3		C			C*	s	C		C*		s				
Post 2		ex		C*	ex	C*	ex		C*		ex				
Act 2		C		C	C	C	C		C		C				
Vid 2		C		C	C	C	C		C		C				
Pre 2		C		C*	C	C*	C		C*	C	C		C	s	C
Post 1		C*		c*	c*	c*	C*		c*	c*	C*	s	C*	C*	C*
Vid 1		C		•	•	•	c		•	•	C	C	C	c	•
Pre 1	2	c*	2	•*	•*	•*	•*	s	•*	•*	C*	C	C*	•*	•*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Target Group I						Volunteers					Target Group II			

□ = component completed during schoolyear
▭ = component sent to volunteer but never returned to media specialist
s = component sent to volunteer but not returned during specified dates
C = component completed during specified dates
c = component started during previous dates but completed during above specified dates
ex = volunteer exempted from posttest because scored 80 percent or better on pretest
2 = second time component sent to volunteer
• = completed prior to dates specified above
* = part of a completed pretest and posttest pair

Appendix QQ

End of Phase II

Appendix QQ

End of Phase II

March 3 through April 1, 1992
Components Completed after Adjusted Stop Date through Completion of Last Pair of Pretest and Posttest Components for Any Lesson

Component in Training Program															
Vid 5					C	C	C		C		s				
Post 4					C*	C*	ex		sk						
Vid 4		s			C	C	C		c		s				
Pre 4		C			•*	C*	c		•		C				
Post 3					•*	C*	c*		•*		C*				
Act 3		C			•	C	•		•		C				
Vid 3		C			•	C	•		•		C				
Pre 3		•			•*	c*	•*		•*		c*				
Post 2				•*		•*			•*				ex		
Act 2		•		•	•	•	•		•	s	•	s	s		
Vid 2		•		•	•	•	•		•	s	•	s	s		s
Pre 2		•		•*	•	•*	•	s	•*	•	•	C	•		•
Post 1		•*		•*	•*	•*	•*	C*	•*	•*	•*	c*	•*	•*	•*
Vid 1		•		•	•	•	•	C	•	•	•	•	•	•	•
Pre 1	c	•*		•*	•*	•*	•*	c*	•*	•*	•*	•*	•*	•*	•*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Target Group I Volunteers														Target Group II

□ = component completed during school year
▭ = component sent to volunteer but never returned to media specialist
s = component sent to volunteer but not returned during specified dates
C = component completed during specified dates
c = component started during previous dates but completed during above specified dates
ex = volunteer exempted from posttest because scored 80 percent or better on pretest
sk = volunteer skipped test
• = completed prior to dates specified above
* = part of a completed pretest and posttest pair

Appendix RR

After Phase II

Appendix RR

After Phase II

Components Completed from April 2 through June 11, 1992
(after Last Completed Pair of Pretest and Posttest for Any Lesson)

Component in Training Program															
Vid 5	C	C	C	-						C	c	C	C		
Post 4	C	s								sk	sk	sk	sk		
Vid 4	C	c	C							C	c	C	C		
Pre 4										C		sk	sk		
Post 3	C									sk		sk	sk		
Act 3										C		C	C		
Vid 3	C		C							C		C	C		
Pre 3								C		C		sk	C		
Post 2	C							C		sk		sk	ex		
Act 2								C		c		c	c		C
Vid 2	C		C					C		c		c	c		c
Pre 2								c							
Post 1															
Vid 1	C		C												
Pre 1															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Target Group I						Volunteers					Target Group II			

□ = component completed during school year
▭ = component sent to volunteer but never returned to media specialist
s = component sent to volunteer but not returned during specified dates
C = component completed during specified dates
c = component started during previous dates but completed during above specified dates
ex = volunteer exempted from posttest because scored 80 percent or better on pretest
sk = volunteer skipped test

Appendix SS

Samples of Volunteer Performance on Tests and Activities

Appendix SS

Samples of Volunteer Performance on Tests and Activities

Volunteer's Name Volunteer Four Room # _____

Phone (h)_____ (w)_____

	sent	returned	comments
invitation	~~—~~	~~—~~	
intro & pre 1 →	11/20 in	school (W)	→
vid 1 & h/out →	11/20 in	school	
pos 1 →	s'd handwritten triple return	or F 12/13	T 12/17 (no envelope returned) discussed together 12/17
pre 2	w/3 minute to sing	M 1/6	W/ audition - said 11/8 she arrived all night
vid 2	W 1/8 in school	w/	
act 2	W 1/8 " "	" "	(not discussed on phone - she came that night)
pos 2	w/ note not to call	F 1/10	M 1/13 ok
pre 3			
vid 3			
handout/act 3			
pos 3			
pre 4			
vid 4 & h/out			
pos 4			
vid 5 & h/out(script)			

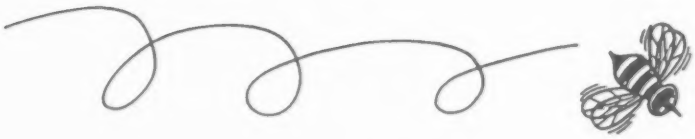
Appendix SS (continued)

Volunteer's Name Volunteer Two Room # [illegible]

Phone (h)_____ (w)_____

	sent	returned	comments
invitation	[illegible]	[illegible]	
intro & pre 1 ? the intervention explanation >	F 12/13	[illegible]	
vid 1 & h/out red #1 another copy	T 12/17	F 12/20	
pos 1	M 1/6	[illegible]	
pre 2	F 1/10	in school	
vid 2	"	"	
act 2	"	"	need to discuss +
pos 2	[illegible]		
pre 3	W 1/15	[illegible] 2/21	
vid 3 Copy 5 black Δ	W 2/18	3/20	
handout/act 3	W 2/18	?	
pos 3	3/23	in school	
pre 4	3/23	in school	
vid 4 & h/out 2 Copy 8	3/31	[illegible]	
pos 4	4/27	[illegible]	
vid 5 & h/out (script)	3/[illegible]		

Appendix SS (continued)



Three other pieces of information that a catalog card usually shows are the (10) title, (11) date of publication, and the (12) printing date. Catalog card information may also include a (13) ____, the name of the (14) ____, and the number of (15) Dewey Decimal.

The (16) author card is identical to the main entry card, except that the title has been repeated above the author's name.

The (17) ____ card also starts out identical to the main entry card with only the top line as the distinguishing feature. The top line of this card prints the heading in all (18) capital letters. That is how you distinguish subject headings from titles.

Properly made catalog cards have additional information at the bottom. These (19) numbers are used to track down the full set of cards when a book and its card set are being discarded. They also tell people other topics to be investigated during research.

Please sign your name and the date here.

Name Volunteer 5 Date Jan. 14, 1992

That's all for this one! Return the paper to me to be checked. Thanks!!!

Pretest Score → (5.5) (# correct)

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Appendix SS (continued)

Three other pieces of information that a catalog card usually shows are the (10) publisher, (11) place of publication, and the (12) copyright date. Catalog card information may also include a (13) series (i.e. which series the book belongs), the name of the (14) illustrator, and the number of (15) pages.

The (16) Title card is identical to the main entry card, except that the title has been repeated above the author's name.

The (17) Subject card also starts out identical to the main entry card with only the top line as the distinguishing feature. The top line of this card prints the heading in all (18) capital letters. That is how you distinguish subject headings from titles.

Properly made catalog cards have additional information at the bottom. These (19) numbers are used to track down the full set of cards when a book and its card set are being discarded. They also tell people other topics to be investigated during research.

Please sign your name and the date here.

Name: Volunteer Five Date: Jan. 25, 1992

That's all for this one! Return the paper to me to be checked. Thanks!!!

Posttest Score → 18

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Appendix SS (continued)

Volunteer Six

---

(2) a FICTION book:

Call Number given FEL

Author Mathis, Patricia

Title When No One Was Looking

Your evaluation of the call number found on this book: agree/disagree

Why? Agree - title, call #, + author correct
date on in back of book + spine
✓

---

(3) a STORY COLLECTION book:

Call Number given SC MAR

Author Mattingly, Margaret E. = series editor so use 1-2

Title Calls of Adventure

Your evaluation of the call number found on this book: agree/disagree

Why? Agree - title, correct call #.

✓

S2

Appendix SS (continued)

---

(4) an INDIVIDUAL BIOGRAPHY:

Call Number given 92 DUF — Author Jane Virginia Lee Bishop

Title Fighting Father Duffy

Your evaluation of the call number found on this book: agree/disagree

Why? Agree - all information in correct place

✓ c/j [illegible]

---

(5) a COLLECTIVE BIOGRAPHY:

Call Number given 920 McK — Author McKinley, Roland J

Title Famous French Painters

Your evaluation of the call number found on this book: agree/disagree

Why? Disagree - on spine only M - Should be 13 letters

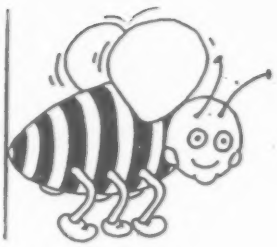
✓ [illegible]

Appendix TT

Answer Keys for Tests

Appendix TT

Answer Keys for Tests



Bee in the Know

23 possible

Lesson 1:

(1) Easy and (2) fiction books are arranged in alphabetical order according to the author's last name.

(3) Easy books include picture books, controlled vocabulary books, and read aloud stories.

Longer "make-believe" stories are marked with a capital (4) F and placed in the (5) fiction section.

A special group of Fiction books is called (6) story collection and uses the capital letters (7) SC.

True information books are called (8) non-fiction. They are arranged in numerical order according to the (9) Dewey Decimal system.

A/An (10) individual biography is a true information book written about one particular person. Our Media Center uses the number (11) 92 for these books.

A/An (12) collective biography is a true information book that contains information about more than one person's life. Our media center uses the number (13) 920 for these books.

Appendix TT (continued)

Five of the most familiar reference books are:

(13) encyclopedias, (15) dictionaries,

(14) thesauruses, (17) almanacs,

and (18) atlases.

After signing their names and room numbers, students go to the circulation desk to have their books stamped with the

(19) due date.

Then students are expected to place the checkout card in the

(20) kitty.

Describe what is meant in our media center when each of these terms is used:

(21) island four groups of low bookcases

(22) umbrella table Smaller tables with colored tops where st. Signcut books

(23) kitty cat that holds stamped cards

Please sign your name and the date here.

Name_____ Date_____

That's all for this one! Return the paper to me to be checked.

Thanks!!!

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Appendix TT (continued)

Lesson 2 "Using Call Numbers"
29 possible

Multiple copies of the same title will have the same:

(1) call number so that they stay together on the shelves.

Most call numbers in a school library media center use two lines. The (2) top line tells the category or classification of the book. The (3) bottom line tells the order within that category.

Each book should have its call number in the following places:

1. on the (4) spine label
2. in the upper (5) left hand corner of
   a. the (6) checkout card
   b. the (7) book pocket
   c. all (8) catalog cards for that book
   d. the (9) shelf card used for inventory

These are the proper ways to write the top line of the call numbers for the following types of books:

(10) E for an easy book

(11) F for a fiction book

Appendix TT (continued)

(12) SC for a story collection book

(13) 92 for an individual biography

(14) 920 for a collective biography

This is how you decide the bottom line of the call numbers for each of these types of books:

(Tell which part of the book to use when choosing the first three letters to be written under the category.)

use the (15) author's last name to label an easy book

use the (16) author " to label a fiction book

use the (17) author " to label a story collection book if all of the stories were written by the same person

use the (18) title to label a story collection book if the stories were written by many different authors

use the (19) subject's last name to label an individual biography = biographee = person the bk is about

use the (20) author ... to label a collective biography when all of the book was written by one person

use the (21) title to label a collective biography when the book is written by many different authors

The 398.2 classification includes all of the fairy tales, tall tales, legends, and other folklore. Explain why these make-believe stories are actually shelved with the nonfiction books: (22) they are traditions that form part of the culture of a country

Appendix TT (continued)

Now, write the call number for each of these sample books. Be sure to print all letters in capital letters!

(23) An easy book by Arnold Lobel.

E
LOB

(24) A fiction book by Laura Ingalls Wilder.

F
WIL

(25) An individual biography about Thomas Jefferson.

92
JEF

(26) A collective biography by Blanche Thompson.

920
THO

(27) A collective biography with the title

<u>The Greatest Sports Heroes</u>.

920
GRE

(28) A story collection book by Jack London.

SC
LON

(29) A story collection with the title

<u>Best in Children's Books</u>.

SC
BES

Please sign your name and the date here.

Name_____ Date_____

That's all for this one! Return the paper to me to be checked.

Thanks!!!

Appendix TT (continued)

19 possible

Lesson 3 "Identifying Catalog Cards"

These three cards: (1) author, (2) title, and (3) subject form the basic set of catalog cards for each book.

Each catalog card is identified by the information on its (4) top.

The author card is more accurately known as the (5) main entry card. This is the card upon which all of the others build.

The call number belongs in the upper (6) left corner of a catalog card.

The author's name is typed with the (7) last name first. That is followed by a comma and then the (8) first name. It is typed with upper and lower case letters.

Below the author is the title of the book. The title is indented and begins with a (9) capital letter while all other letters are in lower case. (This is not the way most people would usually write a title.)

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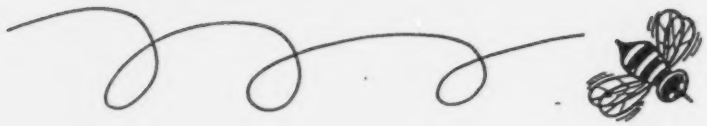
Appendix TT (continued)



Three other pieces of information that a catalog card usually shows are the (10) publisher, (11) place of publication, and the (12) copyright date. Catalog card information may also include a (13) Summary, the name of the (14) Illustrator, and the number of (15) pages.

The (16) title card is identical to the main entry card, except that the title has been repeated above the author's name.

The (17) Subject card also starts out identical to the main entry card with only the top line as the distinguishing feature. The top line of this card prints the heading in all (18) capital letters. That is how you distinguish subject headings from titles.

Properly made catalog cards have additional information at the bottom. These (19) tracings are used to track down the full set of cards when a book and its card set are being discarded. They also tell people other topics to be investigated during research.

Please sign your name and the date here.

Name_____ Date_____

That's all for this one! Return the paper to me to be checked. Thanks!!!

Appendix TT (continued)

Lesson 4 Accession Numbers

The unique identification number assigned to each book is called the (1) accession number.

You will find the accession number in these places: the upper (2) right corner of the book checkout card, book pocket, and shelf (inventory) card

The (3) accession number number does not belong on the catalog cards or the spine label.

Sometimes when there is more than one copy of the same title, a (4) copy number is also given next to the accession number. This is not necessary but it does make day to day work a little easier at times.

The (5) card catalog is an index to all books in the media center. Patrons and staff both use this. It usually contains three types of cards: author card, title card, subject card. These are filed (6) alphabetically according to the information on the top line of the cards.

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Appendix TT (continued)

There is a completely separate set of drawers with cards to be used only by media center staff. This set is called the (7) shelf list. These cards look very much like author cards but have additional information, most importantly: the accession number.

These things will help you recognize a shelf card: price, grade level, purchase date, and probably no summary. The shelf card is a stripped down version of the other cards.

The shelf list is used for (8) inventory and is arranged in shelf order according to (9) call number.

Please sign your name and the date here.

Name_____ Date_____

That's all for this one! Return the paper to me to be checked. Thanks!!!

Appendix UU

Percentage Scores on Pretests and Posttests

Appendix UU

Percentage Scores on Pretests and Posttests

Test															
Pre 1	(87)	63	*	17*	30*	9*	35*	39*	30*	35*	39*	35*	26*	4*	26*
Post 1	ex	s		72*	(93*)	78*	(85*)	78*	(98*)	67*	(98*)	(91*)	(91*)	(80*)	(87*)
Pre 2		(90)		0	(100)	0*	(100)	79*	(86*)	(93)	(100)	53	(100)	s	(93)
Post 2	(97)	ex		41	ex	(90*)	ex	(83*)	(97*)	ex	ex	sk	ex		ex
Pre 3		16*			29*	32*	66*	71	37*	63	32*	sk	63		
Post 3	78	(84*)			(95*)	74*	(95*)		(95*)	sk	(100*)	sk	sk		
Pre 4		56			78*	78*	(100)		72	11	67	sk	sk		
Post 4	(100)	s			(100*)	(94*)	ex			sk	sk	sk	sk		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Target Group I						Target Group II								
	Volunteers														

(○) = score of 80 percent or better
s = component sent to volunteer but not returned during specified dates
ex = volunteer exempted from posttest because scored 80 percent or better on pretest
sk = volunteer skipped test
* = part of a completed pretest and posttest pair